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SPECIAL EDUCATION

SECONDARY LEVEL

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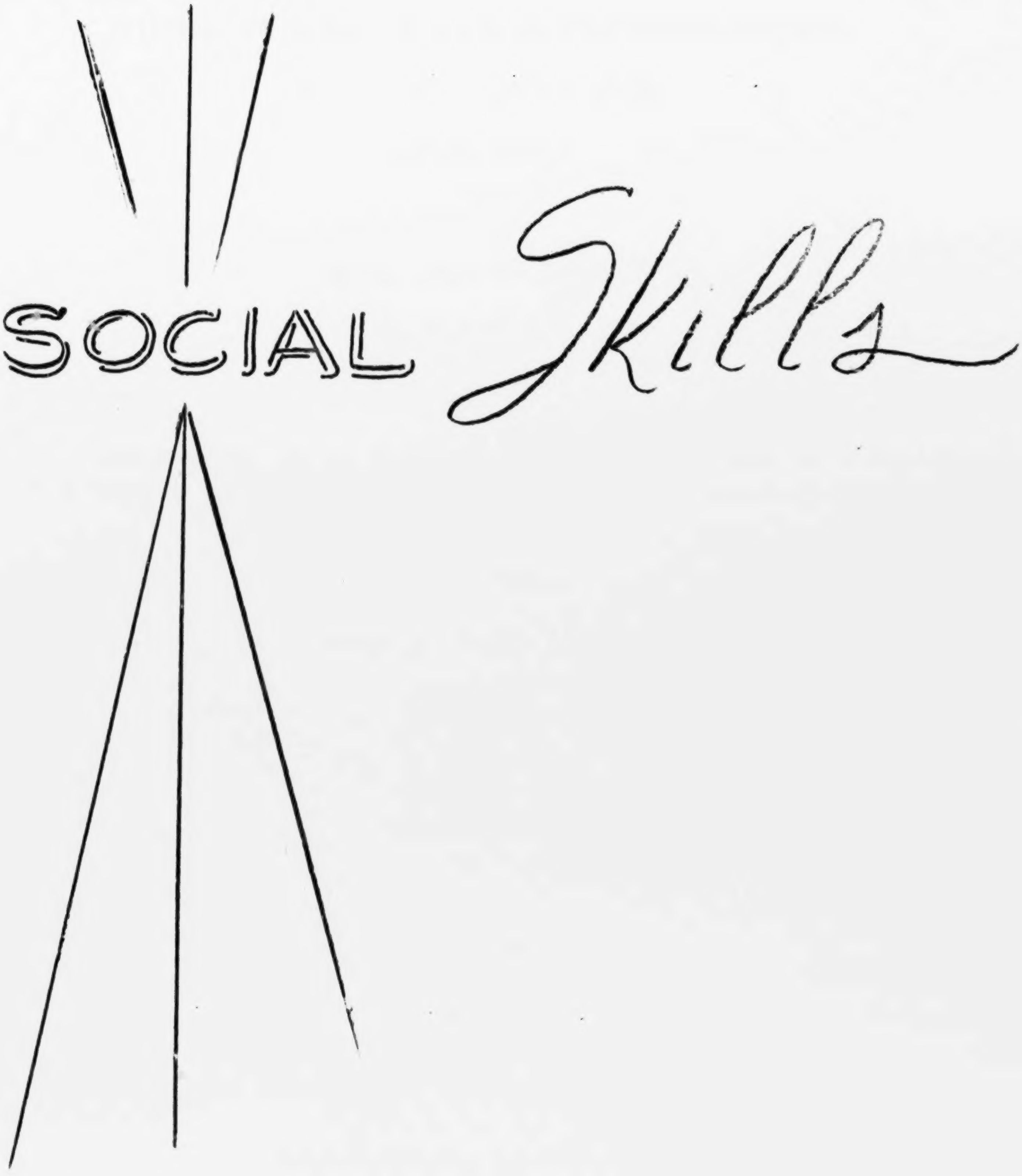
SOCIAL Skills



ALLEGANY COUNTY PUBLIC SCHOOLS

A TENTATIVE GUIDE FOR A SPECIAL EDUCATION PROGRAM

JUNIOR HIGH SCHOOL LEVEL

SOCIAL SKILLS

Prepared Under The Direction

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FOREWORD

A CURRICULUM GUIDE for Special Education is an outgrowth of the work done over a period of twelve years by a dedicated group of teachers and other educators in the area of primary and intermediate special education. To coincide with the opening of two new junior high schools, the special education program has been expanded to include the junior high sequence. The main emphasis of the program is preparation for a world of work, with additional attention on desirable attitudes and skills.

The senior high school sequence will be developed next with the addition of a work-study experience. The elementary school sequence is also scheduled for future development.

The GUIDE reflects a variety of pupil-tested activities, experiences which have been tried and have been found to work effectively with the educable student. The preparation of the final form of this material took place during the 1964-1965 school years in numerous committee meetings which involved all of the special teachers in Allegany County.

The format of the GUIDE was selected to enable teachers to "bring to" and "take from" the suggestions developed in the program at each level. The junior high sequence has been subdivided into Levels A, B, and C. Space has been provided for additional content, activities, and resource suggestions.

We hope that this publication will be used as the basis for future county-wide meetings. As new materials are developed, they can be reflected in supplementary units or as a part of the next publication of this GUIDE.

This guide has been adapted for experimentation. The outline and the following titles, Arithmetic Skills for Living and Learning, Language Skills for Living and Learning, and Social Skills for Living and Learning, were taken from Miss Margaret A. Neuber's A Guide for Teachers of Children with Retarded Mental Development, 1962.

The Board of Education expresses thanks to all who helped with the preparation of this material.

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Assistant Superintendent and
Director of Curriculum

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1965 - 1966

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ACKNOWLEDGEMENTS

The content of this tentative course of study for the mentally retarded children has been prepared by a group of special education teachers from the Allegany County Schools. We commend them and thank them for their excellent work.

Acknowledgement and appreciation are extended to the following consultants: Miss Margaret A. Neuber, Dr. Paul Brandwein, Miss Edna T. Warwick, Miss Esther Carter, Mr. Elliott E. Lapin, Mr. Philip Stromowsky, Mrs. Rozelle Miller, Mr. Theodore Foote, and Miss Mary E. Straw.

We also extend our sincere thanks to Miss Lula M. Blonskey, one of the pioneers in Special Education in Allegany County, for her help and encouragement in the starting of this project.

Our special thanks and gratitude are given to Dr. Robert J. Shockley, Mr. Jack Petry, and Mr. Homer S. Higgins, who made this program possible.

We also wish to thank Mrs. Vada Birmingham, Mrs. Judy Catron, Miss Mary Ellen Irwin, and Miss Bonnie Pittman for their assistance with the reproduction of this tentative course of study.

"To maintain self-confidence, the child must experience more success than failure. He must achieve recognition and approval. Constant rebuff, frustration, or failure, particularly in situations over which he has no control, are likely to result in lowered expectations of himself, not in improved learning. Good education is challenging, not frightening."

Contemporary Issues in Elementary Education

Educational Policies Commission, 1960

PHILOSOPHY AND OBJECTIVES

The child who is mentally retarded, but educable, has the same basic needs for recognition, security, and success as does any other student. A special education program, therefore, has the same aim as all other programs of education--to help the child become a contributing member of society. Through a sequential program beginning in the primary years, the educable mentally retarded student is helped to realize his potential while working within his limitations.

1. Achievement of Self-Realization

   To recognize the strong points of each child and strive to develop them so that he may attain a feeling of security and self-reliance

2. Development of Proper Human Relationships

   To guide each student in his intellectual, social, physical, and emotional development so that he may become a contributing member of society

3. Attainment of Economic Efficiency

   To provide training that develops skill in the use of academic tools to facilitate practical vocational experiences in preparation for the kind of employment a pupil will most likely obtain in adult life

4. Assumption of Civic Responsibility

   To develop in each child the basic habit of carrying out responsiblities in his home, school, and community

5. Development of Ethical and Moral Values

   To provide opportunity for each student to understand, develop, and practice the ethical and moral values which are accepted by society as being desirable in human character

CHARACTERISTICS OF THE EDUCABLE MENTALLY RETARDED CHILD

Mental retardation is a condition resulting from a variety of causes. The retardation of some children results from disease, accident, glandular imbalance, or injury to the brain before, during, or after birth. Other children are mentally retarded because of developmental factors influenced by heredity. In addition, some children function as mentally retarded because of social deprivation, unfavorable environments, or emotional disturbances.

The following characteristics are descriptive of the educable mentally retarded child who is a candidate for special class placement:

1. The overall intelligence quotient of the educable retarded child is in the range of 50 to 79. His inadequate rate of mental maturity places him in a lower mental age range than that of other children of his chronological range. A limited degree of independent learning generally characterizes the retardate.

2. The physical characteristics may vary considerably within one group; but in general, this variance is not noticeably different from that found in students in a regular classroom. However, the physical abnormalities along with the retardation may impose interference with the learning process.

3. Frequently, children with mental retardation are confronted with conflicts between their inadequacies and the demands of their environment. Emotional and social imbalance may result in psychologic mechanisms of escape and defense; such as, dependency, lower level of frustration tolerance, and self-devaluation.

FACTORS THAT ACCOMPANY MENTAL RETARDATION

Mental retardation is often accompanied by the following factors:

1. Short attention span
2. Great difficulty in working with abstraction
3. Difficulty in using the symbols of computation and communication
    a. Language development is often very slow
    b. Word meanings and vocabulary come only through actual experiences
4. Need for the concrete and situational in learning
5. Inability to project interest beyond the immediate
6. Inadequate and/or an erratic drive
7. Inability to evaluate one's self
8. Sensitivity to negative criticism
9. Inability to take failure constructively
10. Defense of one's self and actions in the case of criticism
11. Critical attitude toward others
12. Confusion when confronted by new problems
13. Inability to draw conclusions or abstract salient learnings from either a concrete experience or a body of facts
14. The need for many specific and varied instances as basic to any attempt at generalization
15. Inability to see likenesses or differences between objects or things
16. Defective reasoning ability, poor discrimination, and inability to make deductions
17. Inability to infer, accompanied by illogical conclusions based on insufficient evidence
18. Lack of adaptive, associative, or organizing powers
19. Inability to transfer learnings from situation to situation
20. Inability to work on complicated tasks or to follow complicated or involved directions
21. Inability to continue effectively without some relation to supervision
22. Varying degrees of visual, auditory, and general sensory perception
23. Restricted power for independent action, initiative, and resourcefulness
24. Tendency to copy or imitate
25. Tendency to stereotyped responses and behavior

The condition of mental retardation may cause the general personality and attitudes of the individual to become stereotyped.

1. The child often prefers the company of much younger children.
2. The child may fear to share.
3. The child may appear to have little ambition but may really lack imagination.
4. The child tends to be somewhat confused in proportion to the size of the group in which he finds himself.

PURPOSE OF THE GUIDE

Introduction

This guide has been prepared to aid teachers of secondary special classes for the mentally retarded in developing programs of social living in which the students employ the skills they have acquired in the basic tool subjects.

The first step is to provide an organized outline of the elements of special living so that the teacher may adapt this to the needs of the students in the class. The purpose of this guide is to propose such an outline.

Nature of the Guide

The developmental program as described in this guide expands with the use of various status needs of individual children through human relationships and body and social functions, which are enlarged and enriched as each child progresses through the program.

In the secondary program, basic skills are to be strengthened and extended, but study of the basic tool subjects no longer receives the chief emphasis. The social living units in this program are designed to integrate language arts and arithmetic skills with learning activities centered around the home, the school, and the community. Attention is given to the responsibilities of the individual as a homemaker, a law abider, a social being, and a worker. Preparation for this must begin when the child enters school and must be a continuous process. Program emphasis is as follows:

Junior High: Use of social living areas with teaching of needed skills in a core-type program. This is the prevocational level.

USE OF THE GUIDE

The organization of the guide by areas of living is designed to allow the teachers and the administrators to see areas of instruction which meet the needs of the educable retarded child. One teacher may wish to combine several areas because of the needs of the children in his class; another teacher may enrich the program with materials which are not in the guide but which he feels will be of value to the students.

The three-level development of each area of living allows for enrichment in the several years that the students remain with one teacher. Since very few classes contain children who have been with the teacher for the same length of time, the following suggestions may be followed:

1. Choose the level that will meet the needs of most of the children in the class. Supplement with review or enrichment from other levels.
2. Use more than one level in the classroom with various groups. This will depend on the number of years that the students have spent in the classroom.

The suggested activities are those contributed by the teachers who worked on the guide. Each teacher in the program will expand and add to such activities, and can contribute much to the further expansion of the guide. It is suggested that each teacher write in activities which he has found to be successful in meeting the needs of his students. These notes of activities will be invaluable when this guide is further developed and enriched by a future curriculum committee.

Since the purpose of this guide is to give special class teachers a flexible outline of content materials to work with and evaluate for future refinement and enrichment, a loose-leaf binder has been provided so that each teacher can insert additional activities and procedures. The appendix includes lesson plans which have been found successful in teaching the various segments of the content areas.

INSTRUCTIONAL AREAS
JUNIOR HIGH SCHOOL PROGRAM

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STATUS NEEDS, NUMBER ONE

THE WORLD OF WORK

SCHOOL-JOB-TRAINING PROGRAM

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INTRODUCTION TO THE WORLD OF WORK

The School-Job-Training Program

Teacher's Guide

Since the students in the Occupational Education Program learn best by actual participation and through handling the concrete and obvious, it is necessary to keep oral and written abstractions at a minimum as a basis for teaching. A part-time work program would offer the most effective kind of learning situation for the adolescent in the Occupational Educational Program for his interest and his need for work comes early. The school plant is dependent on many types of services and provides within itself a variety of opportunities for work. The organization for using these work experiences as part of the curriculum may vary in each school system. Such organization is dependent on the following:

1. The careful analysis of the sequential difficulties of each job
2. The determination of the job assignments in terms of each child's ability and readiness for participation
3. The duration of the assignment to be dependent on individual success and need
4. The arrangement of steps of a job experience in a kind of course to be followed as carefully and to be planned as well as a course in mathematics or science
5. The realization that the school-job-training program is an educational experience and is not used to give children free lunches, to get rid of nonreaders from classes, to keep children busy, to supplant school, or to give children "pin money"
6. The realization that the school-job-training program moves the child out of the classroom into a partial school work situation. (It gives that intermediate step between classroom and teacher-pupil setup which is needed by occupational education students before making the complete break to out-of-school situations.)

Caution

The school personnel from the various work areas who will be involved in this training program will need help in understanding their role. This will require both time and patience on the part of teacher and administrator. Therefore, it is suggested that each school begin slowly--perhaps for some time using only one work area and for only one or two students.

Content

Introduction to the Ideas of Variety of Job Opportunities, Employability Requirements, On-the-Job Training Responsibilities, and Earned Ratings.

Introduction of the school-job-training program for students in occupational education at the junior high school level is intended to bridge the gap between school and the independent world of work. It introduces the student to several new areas of understanding:

- The fact that there are many areas of work and that within each area there are many kinds of jobs--some simpler than others, but all important

- The fact that employability is not a gift but is made up of many small but essential knowledges, skills, behaviors, and attitudes which can be learned as a part of the school-job-training program

- The fact that an actual job placement involves the individual and his employability makeup; the job and its requirements; and the final decision of employer, supervisor, and student employee as to the wisdom of the specific placement

- The fact that final satisfactory results on the job and satisfactory ratings are earned daily in each phase of each job

Experience and Learning Areas

In order to insure the above understandings, the experiences are arranged in the following areas:

I. Survey of School-Job-Training Opportunities (suggested areas from which to select)
    A. Buildings and grounds
    B. Cafeteria and food services
    C. Office services
    D. Teacher aids
    E. Stockroom services
    F. Library services
    G. Visual aids services
    H. Recreational services

II. Developing Readiness for Employability
    A. Building qualities and behaviors in students needed to get and hold a job
    B. Developing general knowledge and skills basic to employability in any job
    C. Developing in students ability to study oneself in terms of employability and school-job opportunities

Experience and Learning Areas

III. On-the-Job Training
  - A. Prerequisites to participation in the program
  - B. Practice of job techniques
  - C. Practice of employability requirements
  - D. Use of records and rating forms and making report card evaluation

Developmental Approach

Since the junior high school program may cover three to four years for each student, since students are at varying developmental levels of readiness for a school-job-training program, and since the expectancy of each student varies, each of the experiences and learning areas is organized on three levels as Level A, Level B, and Level C. Some students may not be ready to begin at Level A until the second or third year; others may be ready to begin at Level B in some areas in the first year; and others may be able to cover each level of certain selected areas on a yearly basis.

In the Job Opportunities survey, selection of only some of the areas may need to be made for most of the students.

In the Actual Job Training, careful selection will be needed in order to insure success for the individual participant. Few students could ever complete all the suggested work experiences since the training is only part time. It is suggested that generally a student should carry the work areas selected at Level A, the first year, through (in the succeeding years) to Level B and Level C.

In the area of Employability, learnings are also organized on three developmental levels: Level A, Level B, and Level C. The student's readiness and expectancy should determine the level which the teacher will select for his beginning experiences and the extent of each level to which she may expect him to proceed.

Time Allotment

Each local situation will determine when to plan the School-Job-Training Experience and will determine the length of time required for this phase.

In any case the program, although a part-time program, is an integral part of the classroom activities and the general total school activities of each group. In all situations, the beginning plans for going out of the classroom will need to be arranged carefully. Some schools have it effective to begin with only one, two, or three students over a period of six to eight weeks in an area. This is followed by a four-week period when all students are again in class. A second set of one, two, or three students is then placed in another work area, from six to eight weeks, thus ending the semester. The second semester routine is conducted somewhat similarly, using two different groups of students but in the same two work areas.

In some instances, it has seemed advisable to use only one work area because the personnel of other work areas do not yet understand the program. Care must be taken that neither the work-area personnel nor the students are exploited in any way. Consideration, however, must be given to the work-area personnel since many inconveniences can exist when students are changed and if a student is unduly weak.

Careful long-range planning must be done before the training program is begun; that is extremely important. The key to a successful program is good teacher-administrator-parent-work personnel-student relationships and careful planning. Knowing the why, what, and how of the program is its basic essential.

Planning Ideas

Since the students will be in the junior high school three or more years, the program must be gradually planned on a long-term basis. Certain phases of each job area may be kept for seventh year students; others for eighth year students; and others for ninth year students. Some of the less able students, however, may do only the first step or two of one or two areas during the entire three-year period. Some of these students may need a longer period to become effective and may stay on the very simplest routine jobs. Suggested differentiation for planning experiences might be as follows:

Plan I: This plan suggests three steps in leading the student to independent participation in a job area.

Level A: Apprentice Stage. The students are introduced to the physical layout and skills needed in the simplest job in any selected area. This level being on the apprentice stage, the student will be accompanied by a student who is already efficient in this job.

Level B: Semi-dependent Stage. This will be a continuation of the job of Level A, but now the student will be under a kind of off-and-on supervision by the teacher.

Level C: Independent Stage. The student will keep the same job, but he will be directly under the school-job-employer with teacher follow-up visits and interviews.

Plan II: This plan simply suggests the use of the developmental levels as given for each job under Plan I, Survey of School-Job-Training Opportunities.

A. Some students might use the Level A requirement in an area for the first year's job experience (experience 6 to 8 weeks).

B. The Level B experiences of the same area would be given to the same child the next year during his 6 to 8 week work period in that area.

C. The Level C, or most difficult experiences in the area, would be given to the same child the next year during his 6 to 8 week work period.

Plan III: Some students might be able to progress through all levels with ease and readiness for each step and should, therefore, proceed from Level A through Level C, thus gaining a completed idea of this area of work during the work periods planned for one year. The second and third year job training might be handled in the same way to provide a student's completing a total work area (Levels A, B, C) each year. At the end of three years, a student might have had all three levels in the three job areas.

Plan IV: Some students, however, might try the Level A of several jobs the first year, the Level B of several jobs the second year, and the Level C of several jobs the third year. The arrangement is secondary, however, as long as the experiences are developmental for the student and feasible for each school and community.

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STATUS NEEDS, NUMBER ONE

THE WORLD OF WORK

SCHOOL-JOB-TRAINING PROGRAM

LEVEL A

THE SCHOOL-JOB-TRAINING PROGRAM

Junior High School
Calendar Age 13 to 16
Mental Age 7 to 10 plus

I. Survey of School-Job-Training Opportunities
  A. Buildings and Grounds
    1. Assisting custodian in care of building
      a. Sweeping hallways
      b. Dusting
      c. Emptying wastebaskets
      d. Washing inside of windows
      e. Stacking paper (according to type, size, kind, etc.) on shelves
      f. Getting chairs for assembly and removal after use
    2. Assisting yard man
      a. Cleaning grounds of litter
      b. Raising and lowering flag
      c. Folding flag properly
      d. Cleaning up after grass cutting
      e. Trimming hedges, bushes, etc. (landscaping)
      f. Helping with snow removal

  B. Cafeteria and Food Services
    1. Storage room
      a. Unloading trucks
      b. Opening boxes
      c. Stocking shelves (with supervision)
    2. Kitchen services
      a. Putting out milk; collecting milk cartons for disposal
      b. Clearing trays
      c. Scraping dishes
      e. Removing garbage and trash for disposal
      f. Cleaning tables and floors

Suggested Activities	Resources
The students use workbook assignments related to work attitudes and to working with others. The students practice filling out job application blanks. The custodian visits the classroom to talk about duties of a custodian. The same plan is followed with other resource personnel.	Other References: United States Department of Labor United States Department of Vocational Rehabilitation

C. Office Services
  1. Collecting attendance slips from homeroom to office
  2. Returning attendance slips from office to homeroom
  3. Going on errands from office to all parts of the building
  4. Opening packages, boxes, and other items to assist principal or secretary
  5. Putting stamps on letters
  6. Delivering books, mimeograph materials, etc., to all parts of the building

D. Teacher Aids
  1. Aiding in lower grades with children's wraps
  2. Aiding teachers at recess time
  3. Serving as monitors for washrooms, halls, etc.
  4. Participating in junior fire patrol, bus patrol, etc.

E. Stockroom Services
  1. Stacking boxes
  2. Stacking canned goods on shelves

F. Library Services
  1. Pasting
  2. Dusting

G. Visual Aids Services
  1. Filmstrip projector
    a. Serving as apprentice to Level C child
    b. Taking film, projector, and screen to proper room
    c. Setting projector on suitable stand
    d. Setting up and taking down screen
    e. Adjusting window shades, if necessary
    f. Operating lights
  2. Sound movie projector
    a. Serving as apprentice to Level C child
    b. Taking film, projector, and screen to proper room
    c. Setting up and taking down screen
    d. Setting projector on suitable stand
    e. Adjusting window shades, if necessary
    f. Operating lights

Suggested Activities

The students draw a plan of the school building and insert in the plan key areas of school and school personnel.

The students learn the names of the school personnel and the areas in which they belong.

The students visit small businesses in the area.

A. Plans
   1. The students write a letter asking if visit can be arranged (date and time suitable for visit)
   2. The students discuss safety factors involved in the field trip.
   3. The students discuss proper behavior and attitudes toward employees.
   4. The students review visit in class discussion.
   5. The students write letter of appreciation to people involved. They state points of particular interest and ask any additional questions.

These services offer a good opportunity to teacher and students for supervision and evaluation since they require manipulation and activity on the part of the student involved. This is an excellent example of on-the-job training in school.

Resources

Books:

Baltimore Department of Welfare, Children's Division, Worker's Handbook, Baltimore, 1941. (Loose-leaf handbook kept up to date by supplementary pages)

Lorwin, Lewis L., Youth Work Programs, Washington, D. C., American Council on Education, 1941

National Child Labor Committee, Child Labor Laws and Child Labor Facts: An Analysis by States, New York, (n.d.)

H. Recreation Services
   1. Keeping all equipment in proper storage
   2. Keeping all equipment clean and ready for use
   3. Keeping locker room clean and in good condition

II. Developing Readiness for Employability
   A. Building Qualities and Behaviors Needed to Get and Hold a Job
      1. Cleanliness
      2. Friendliness, politeness, courtesy
      3. A pleasant speaking voice
      4. Cooperation
      5. Industry, interest, and persistence
      6. Honesty, truthfulness (danger of half-truths)
      7. Trustworthiness
      8. Self-control
      9. Punctuality
      10. Willingness to improve, take criticism, etc.
      11. Regularity in attendance
      12. Thrift (care of tools and supplies)

   B. Developing General Knowledge and Skills Basic to Employability in Any School Job
      (some of the following to be learned on the job)
      1. Can independently write name, address, phone number, date of birth, parents' names mother's maiden name, etc.
      2. Understands idea of job forms, application blanks
      3. Can tell time to five minutes
      4. Knows location of buildings, etc., in school plant and has techniques for asking and finding way around buildings and town
      5. Knows how to use school directory, telephone directory, store directory (located near elevators, escalators), emergency telephone numbers
      6. Knows materials needed for job of the day
      7. Knows what to do in a transportation emergency should he be late

Suggested Activities	Resources
The students make an evaluation chart of qualities and behaviors needed to get and hold a job. They keep a notebook and record daily evaluations of items listed under II, Level A.	Books: Turner, Richard H., The Turner-Livingston Reading Series, New York, 1962
The students do workbook assignments concerning getting and holding a job.	Other References: Mafex Associates, Box 114, Ebensburg, Pennsylvania
The teacher may make use of the student who once faced similar difficulties, to act as a "resource person" and to report his experiences, thus reducing the "threat of the unknown."	
The teacher gives many repetitive activities in writing the personal information listed in No. 1.	
The students check telling time by when school calls, when classes change, lunch bells, and dismissal.	
The students make periodic tours around buildings and grounds.	
The students use actual telephone directory for finding emergency numbers; make a class directory, etc.	Material is available from the Bell Telephone Company
The students make flash cards of authoritative signs listed in No. 8 and No. 9.	
The class members check own assignments whenever possible. (except spelling papers, weekly readers, etc.)	

8. Knows such authoritative signs as: KEEP OUT, NO ADMITTANCE, DANGER, CLOSED, HIGH VOLTAGE, MEN, PRIVATE, NO TRESPASSING, NO PARKING, EXIT, PUBLIC TELEPHONE, WOMEN, OFFICE, WARNING.
9. Knows "persons in authority" on various school jobs as: Safety Patrol, School Monitors, Bus Drivers, Custodian, Clerk in Stockroom, Cafeteria Personnel
10. Begins to evaluate self on the job and to ask how he can improve

C. Developing in Student Ability to Study Himself in Terms of Employability and School-Job Opportunities

1. Self-analysis through a study of the following:
   a. School records
      (1) Report card and school grades
      (2) Report card and attendance record, written excuses for absences
      (3) Report card and punctuality record
      (4) Health record--attendance
   b. Own likes, dislikes, other interests
   c. Previous work experiences
      (1) After school
      (2) Summer
   d. Neighborhood reputation
      (1) Relation to shopkeepers
      (2) Relation to movie personnel
      (3) Relation to church
   e. Family ideas about out-of-school work and school jobs
2. Personal assets and needs for employability as revealed in the following:
   a. Physical development and health
      (1) Posture
      (2) Motor coordination
   b. Social development
      (1) Appearance
      (2) Manners
   c. Emotional stability
      (1) Completion of a job regardless of how one feels
      (2) Some attempt at self-control in the face of irritation
      (3) Voice kept to a pleasant level in the face of irritation

Suggested Activities	Resources
	Other References: Social Security pamphlets, booklets, etc. Social Security Films
The teacher helps the class to construct a bulletin board showing assets needed for developing items listed in No. 2 and encourages daily practice of these assets.	
Items (1), (2), and (3) can be developed through a continuous daily teaching techniques throughout the year.	

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SURVIVAL WORDS

Level A

1. Danger
2. Do Not Talk to the Driver
3. Exit
4. Fire Alarm
5. Fire Escape
6. Go
7. Open Ditch
8. Toilet
9. Men
10. Women
11. Hands Off
12. Keep Off
13. Keep Out
14. Poison
15. Stay Out
16. Stay Off
17. Pull
18. Quiet Zone
19. Hospital
20. Police Station
21. Stop
22. This Way Out
23. Bus Stop
24. Wet Paint
25. Shelter
26. Cold Water
27. Hot Water
28. Deep Water - Stay Out
29. Hotel
30. Fire Station
31. Watch Step
32. Cafeteria
33. Cross Dog
34. High Tension
35. Live Wires
36. Quiet
37. Pay Here
38. Turn Right
39. Turn Left
40. Office
41. Bank
42. Post Office
43. Drugs
44. Waste Can
45. Doctor
46. Dentist
47. School
48. One Way
49. Beware of Dog
50. No Trespassing

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SUGGESTED WORK SHEETS
For
SCHOOL-JOB-TRAINING PROGRAM
In
JUNIOR HIGH SCHOOL

Work Sheets

School-Job-Training Work Sheets are available for student, teacher, school employer. The following forms at Level are only suggestions and are planned for the student, teacher, and school employer's use.

In some cases, the suggested rating system may need to be changed, and the local school system's rating used.

Regardless of the form, some record for all three persons involved--the student, the school employer, and the teacher--should be kept. These records should be compared and discussed.

If the student has difficulty in writing remarks, these may be dictated to a more-able student or to the teacher.

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LEVEL A

SCHOOL-JOB-TRAINING WORK SHEET

For the Student-Weekly Report Date ____________

Name ______________________________ Date of Birth ____________

School Address ______________________________

School Phone ______________________________

Name of School Employer ______________________________

Name of Teacher Directing Work ______________________________

Name of Training Area ______________________________

Jobs Done: Work Rated	E	G	S	P
1.				
2.				
3.				
4.				
5.				
Neatness				
Promptness				
Politeness				

Materials Used:

Remarks:

E - Excellent
G - Good
S - Satisfactory
F - Poor

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LEVEL A

SCHOOL-JOB-TRAINING WORK SHEET

For the TEACHER directing training program BI-WEEKLY

Name____________________ Date__________

Name of Student____________________ Weeks on Job__________

Name of School Employer____________________

Name of Training Area____________________

Rating on Basis of: Observation
Talk with School Employer
Student's Work on Returning to Class

E - Excellent
G - Good
S - Satisfactory
P - Poor

Attitude of Work Habits	Letter Grade	
1. Cooperation		
2. Courtesy		
3. Punctuality		
4. Honesty		
5. Following directions		

Type of work done

Arithmetic needed

Spelling needed

Reading needed

Items needing school help

Remarks:

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LEVEL A

SCHOOL-JOB-TRAINING WORK SHEET

For the SCHOOL EMPLOYER AT REPORT CARD TIME

Name____________________ Date____________

Name of Student____________________ Weeks on Job____________

Name of Teacher Directing Work____________________

Name of Training Area____________________

Rating on Basis of: Observation
Actual Participation on Work with Student

E - Excellent
G - Good
S - Satisfactory
P - Poor

Whichever area is appropriate is to be checked:

	E	G	S	P	
Follows directions					
Asks when uncertain					
Puts things away					
Is liked by other children					
Is courteous					

Type of Work Done

Remarks:

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STATUS NEEDS, NUMBER ONE

THE WORLD OF WORK

STUDENT-JOB-TRAINING PROGRAM

LEVEL B

THE SCHOOL-JOB-TRAINING PROGRAM

Junior High School
Calendar Age 13 to 16
Mental Age 7 to 10 plus

I. Survey of School-Job-Training Opportunities
  A. Buildings and Grounds
    1. Assisting custodian in care of the building
      a. Scouring
      b. Sweeping and mopping floor
      c. Dusting furniture, window sills, etc.
      d. Washing inside of windows
      e. Stacking paper (according to type, size, kind, etc.) on shelves
      f. Setting up chairs for assembly and removing after use
      g. Carrying out ashes and garbage when necessary
    2. Assisting yard man
      a. Caring for flowers and shrubs
      b. Assisting with beautification of grounds
      c. Raising and lowering flag

  B. Cafeteria and Food Services
    1. Storage room
      a. Shelving materials such as cleanser, paper towels, tissue, etc.
      b. Storing and obtaining materials such as maps, brooms, etc.
      c. Taking inventory of certain foods
    2. Kitchen services
      a. Filling salt, pepper, sugar, etc.
      b. Drying dishes, silverware (when necessary)
      c. Storing dishes and silverware
      d. Packing milk coolers
      e. Learning to operate dishwasher

  C. Office Services
    1. Distributing bulletins
    2. Stacking shelves, storing boxes
    3. Distributing locker keys
    4. Setting up chairs and tables for P.T.A. meeting or other meetings. Putting glasses and water on the table for speakers

Suggested Activities

Since the items listed on the opposite page are activities within themselves, they afford an excellent opportunity for daily evaluation by teacher, student, and department personnel.

The following school personnel visit the class to discuss the job-training program within the school:

1. Custodian
2. Secretary
3. Cafeteria Manager
4. Librarian

The principal and the teacher evaluates the previous year's program as to its weaknesses and strengths. They discuss improvements which can be made.

Resources

Books:

Lorwin, Lewis L., *Youth Work Programs*, Washington, D. C., American Council on Education

National Child Labor Committee, *Child Labor Laws and Child Labor Facts: An Analysis by States*, New York

Teacher's Notes

5. Distributing programs for assemblies
6. Serving as ushers for assemblies
7. Opening and closing stage curtains
8. Opening and closing windows when necessary
9. Operating lights and fans when necessary

D. Teacher Aides
  1. Making decorations
  2. Helping with costumes
  3. Reading short stories to kindergarten groups
  4. Going on errands
  5. Keeping shelves in order

E. Stockroom Services
  1. Delivering supplies
  2. Unpacking and stacking supplies
  3. Checking items in short supply

F. Library Services
  1. Assisting librarian
  2. Shelving books
  3. Filing
  4. Mending books

G. Visual Aids Services
  1. Filmstrip projector
     a. Removing and replacing cover on projector
     b. Setting up projector and screen
     c. Returning projector and screen to proper room
  2. Sound-Movie projector
     a. Removing and replacing cover on projector
     b. Setting speaker near screen
     c. Preparing projector for storage
     d. Connecting speaker to projector
     e. Turning on lamp and adjusting lens
     f. Centering image on screen

H. Recreation Services
  1. Helping decorate gym for parties and dances
  2. Helping cleanup crew

Suggested Activities	Resources
The students make booklets for performance on the job. 1. Standards of performance 2. Rating one's self The students make a chart on how to succeed on the job.	Books: Mafex Associates, Target Series, Occupations, "Pete Saves The Day," (Student Notebook), Ebensburg, Pennsylvania, 1962

II. Developing Readiness for Employability

A. Building Qualities and Behavior Needed to Get and Hold a Job

1. Developing interest, industry, and persistence
2. Developing a willingness to improve
3. Developing a willingness to give full time
4. Developing a willingness to help others

B. Developing General Knowledge and Skills Basic to Employability in any School Job (some of the following to be learned on the job)

1. Understands ideas of time clock
2. Understands time and overtime and use of time clock, bus schedules, etc.
3. Can identify, locate, and use resources for emergencies (example: fire extinguishers, first aid, phone)
4. Knows special requirements of several jobs
5. Knows how to use student evaluation card and to accept evaluation of teacher and employer

C. Developing Student Ability to Study One's Self in Terms of Employability and School-Job Opportunities

(Self-analysis can be effected through the comparison of job requirements and personal assets as shown on report cards, health records, and the Level A ratings by teacher and school employer.)

III. On-The-Job Training

All school jobs should contribute to the functional education of the student. No job is to be given monetary recognition nor is it to be rewarded with free lunches, free materials, etc. Each job experience should be treated as an educational experience to the same degree that academic work is thought of as educational. In order to insure the educational value of the actual participation on the job, the classroom activities and study units must be close integrated with and supplemental to the work experiences. The program suggests that the following be considered in each experience:

Suggested Activities	Resources
The teacher and students develop a job-readiness chart emphasizing good work habits.	Books: Mafex Associates, Target Series, Occupations, "Pete Saves The Day," (teacher's guide), Ebensburg, Pennsylvania, 1962 United States Bureau of Labor Standards, If You Employ Youth, Washington, D. C., United States Government Printing Office
The teacher develops the idea of using a time clock.	
In the Mafex Series, The Joke That Wasn't Funny, use the story, "Mr. Glass Has a Problem," to trace Pete's experiences while he works at a part-time job in a service station. Note how Pete got the job; comment on his dress, his manners, and his problems. Use the games and exercises at end of story.	Mafex Associates, Target Series, The Joke That Wasn't Funny, Ebensburg, Pennsylvania, 1964, pages 8 to 16
The students discuss the value of part-time jobs as a step toward a full-time job.	

Status Needs, Number One

Level B (Second Year)

The World of Work

Teacher's Notes

- Prerequisites to participation in the program
- Practice of job techniques
- Practice of employability requirements
- Use of records and rating forms and making report card evaluations

A. Prerequisites to Participation in the Program
   1 - 13. Refer to Level A, prerequisites
   14. Know how to keep a written record of what is done on the job each day
   15. Know spelling, arithmetic, and reading needed for Level A job.

Suggested Activities	Resources
Assign the students to the writing of a paragraph on the part-time job they would like to have and why.	

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SURVIVAL WORDS

Level B

1. Do Not Spit on the Floor
2. Elevator
3. For Sale
4. Do Not Handle
5. Explosives
6. Ladies
7. Gentlemen
8. Downstairs
9. Keep to the Right
10. Out of Order
11. Ticket Office
12. Bus Station
13. Handle with Care
14. Pay as You Enter
15. Cashier
16. Do Not Deposit Mail Here

SUGGESTED WORK SHEETS
For
SCHOOL-JOB-TRAINING PROGRAM
In
JUNIOR HIGH SCHOOL

Work Sheets

School-Job-Training Work Sheets are available for student, teacher and school employer. The following forms at Level B are only suggestions and are planned for the student, teacher, and school employer's use.

In some cases, the suggested rating system may need to be changed, and the local school system's rating used.

Regardless of the form, some record for all three persons involved--the student, the school employer, and the teacher--should be kept. These records should be compared and discussed.

If the student has difficulty in writing remarks, these may be dictated to a more able student or to the teacher.

LEVEL B

SCHOOL-JOB-TRAINING WORK SHEET

For the Student-Weekly Report Date____________________

Name____________________________________ Date of Birth_______________

School Address____

School Phone____

Name of School Employer____

Name of Teacher Directing Work____

Name of Training Area____

Jobs done: Work Rated:	E	G	S	P
1.				
2.				
3.				
4.				
5.				
Getting along with others				
Being on time				
Controlling my temper				
Seeking necessary information				

Remarks:

E - Excellent
G - Good
S - Satisfactory
P - Poor

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LEVEL B

SCHOOL-JOB-TRAINING WORK SHEET

For the TEACHER Directing Training Program BI-WEEKLY

Name ____________________ Date ____________

Name of Students ____________________ Weeks on Job ____________

Name of School Employer ____________________

Name of Training Area ____________________

Rating on Basis of: Observation
Talk with School Employer
Student's Work on Returning to Class

E - Excellent
G - Good
S - Satisfactory
P - Poor

Attitude or Work Habits	Letter Grade	
1. Industry		
2. Initiative		
3. Neatness (work and person)		
4. Punctuality		
5. Respect for others' property		

Type of work done

Arithmetic needed

Spelling needed

Reading needed

Items needing school help

Remarks:

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LEVEL B

SCHOOL-JOB-TRAINING WORK SHEET

For the SCHOOL EMPLOYER AT REPORT CARD TIME

Name ______________________ Date ______________

Name of Student ______________________ Weeks on Job ______________

Name of Teacher Directing Work ______________________

Name of Training Area ______________________

Rating on Basis of: Observation
Actual Participation in Work with Student

E - Excellent
G - Good
S - Satisfactory
P - Poor

Whichever area is appropriate is to be checked:

	E	G	S	P	
Takes correction					
Handles tools well					
Is prepared each day					
Is liked by other workers					
Does more than asked					

Type of Work Done

Remarks

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STATUS NEEDS, NUMBER ONE

THE WORLD OF WORK

SCHOOL-JOB-TRAINING PROGRAM

LEVEL C

THE SCHOOL-JOB-TRAINING PROGRAM

Junior High School
Calendar Age 13 to 16
Mental Age 7 to 10 plus

I. Survey of School-Job-Training Opportunities
  A. Buildings and Grounds
    1. Assisting custodian in care of building
      a. Using electric floor waxer
      b. Repairing furniture
      c. Painting
      d. Refinishing furniture
    2. Assisting yard man
      a. Shoveling snow
      b. Removing ice
      c. Cutting grass with push mower

  B. Cafeteria and Food Services
    1. Storage room
      a. Arranging shelves
      b. Storing and getting materials
    2. Kitchen services
      a. Putting trays and dishes in dishwasher
      b. Drying trays, dishes, and silverware
      c. Helping to put clean utensils away in proper place
      d. Keeping food counter supplied and clean

  C. Office Services
    1. Sorting attendance slips, alphabetizing
    2. Serving as messenger for intercommunication building to building
    3. Serving as hall monitor
    4. Assembling duplicated materials and stapling
    5. Distributing supplies
    6. Collecting special requests made by the office
    7. Helping to distribute fund-drive literature
    8. Packing books or materials to be stored

Suggested Activities	Resources
Since this is the third year of school-job training, it may be advisable to permit the more capable students to perform some of the school jobs with less supervision. (This would apply to A, B, and C areas)	Books: Syracuse University Press, Rochester Occupational Reading Series Mafex Associates, Target Series
Since this is the third year in school-job training, it may be advisable to begin to train replacements in the office services.	

D. Teacher Aides
  1. Helping to sort and box materials
  2. Cleaning boards
  3. Washing dishes
  4. Washing and ironing small flat articles

E. Stockroom Services
  1. Cleaning shelves
  2. Counting books
  3. Storing books

F. Library Services
  1. Caring for magazine racks
  2. Caring for book cart for collecting

G. Visual Aids Services
  1. Filmstrip projector
    a. Prefocusing adjustment of light
    b. Threading projector
    c. Focusing and showing filmstrip
    d. Rewinding filmstrip
    e. Replacing filmstrip in container
    f. Replacing lamp, if necessary
    g. Preparing projector for storage
    h. Keeping job assignment record
  2. Sound Movie Projector
    a. Removing film from can or case
    b. Placing full reel on projector
    c. Placing empty reel on projector
    d. Turning on sound
  After Showing
    a. Replacing full reel in can or case
    b. Disconnecting projector and speaker

H. Recreation Services
  1. Passing out programs for sport events, assemblies, etc.
  2. Helping physical education teacher or coaches whenever possible

Suggested Activities	Resources
More capable students may present a step-by-step demonstration of the skills involved. This would have some training value or motivation for the less capable. This demonstration may be followed by an informal discussion and evaluation.	Books: Mackie, Romaine P., and others, Preparation of Mentally Retarded Youth for Gainful Employment, Washington, D. C., United States Government Printing Office, 1959

Teacher's Notes

- II. Developing Readiness for Employability
  - A. Building Qualities and Behaviors Needed in Students to Get and Hold a Job
    - 1. Developing self-control
    - 2. Being able to take criticism
    - 3. Realizing the importance of thrift, including care of tools and materials
    - 4. Realizing the importance and need for satisfaction in food, clothing, and shelter
  - B. Developing General Knowledge and Skills Basic to Employability in any School Job (Some of the following to be learned on the job)
    - 1. Understands idea of employer's rating card
    - 2. Understands idea of teacher's rating card
    - 3. Begins to use rating as a means for self-improvement
    - 4. Recognizes personal assets and needs for employability as seen in:
      - a. Physical development and health
        - (1) Strength
        - (2) Vigor
        - (3) Pep
      - b. Social development
        - (1) Ability to meet people
        - (2) Ability to ask for help
        - (3) Ability to accept help and to express thanks for help
        - (4) Knowing how, when, and where to assist others who are less sure of themselves
      - c. Emotional stability as seen in understanding and practicing
        - (1) Handling bragging and showing off
        - (2) Meeting new situations
        - (3) Showing steadfastness, responsibility, and reliability

Suggested Activities

The teacher uses a series of pictures or posters showing the right way to do a job and the wrong way to do the same job. Presents opportunities for discussion of the series, asks students what they would do if they were in charge of the worker.

The students dramatize the story of the "right" worker and employer; the "wrong" worker and the employer. Compare both workers.

The students make notebooks with drawings or posters showing various part-time jobs the students are doing.

The students list part-time jobs that are available in the immediate area: sweeping jobs, service station jobs, drive-in-restaurant jobs, delivery jobs for small markets, newspaper delivery jobs.

The students write a short paper on "The Part-Time Job I Would Like to Have."

The students compile short list of "What I Would Buy with my Part-Time Earnings." This could be limited to pay for one week or two weeks. The results would probably be interesting and enlightening.

From this lesson, the teacher learns whether or not students can spend their earnings wisely and in which areas there is need for more study.

Resources

Books:

Fier, Louis, E is for Economics, #350, The Instructor Handbook Series, 1964

Mafex Associates, Target Series

Turner, Richard H., The Turner-Livingston Reading Series, New York, 1962

Filmstrips:

Eye Gate House, Inc.

Growing Up

Shows importance in forming good habits while growing up. Explains responsibility, honesty, loyalty to friends and family, being a good listener and showing respect for others.

Getting Along With Friends

Getting Along With Yourself

Stresses control of temper, understanding, respect of others' opinions.

Work and Play at School

Illustrates proper dress for school, how to get along with others, working with groups, perserverance in studies, honesty, dependability, and helpfulness.

C. Developing in Student Ability to Study Himself in Terms of Employability and School-Job Opportunities
  1. Self-analysis through a study of:
    a. School record
    b. Level A and Level B job ratings
    c. Neighborhood reputation
    d. Place in family since holding school jobs
  2. Personal assets and needs for employability as seen in:
    a. Physical development and health
      (1) The reteaching of the importance of cleanliness of mind and body
      (2) The reteaching of the importance of social development, including pride in job, home neighborhood, and community
    b. Emotional development, including understanding and practicing how to face facts
    c. The employer and employee understanding, and responsibility involved
    d. The students' interest and desire for work commensurate with their actual abilities and limitations
    e. The students' asking when not sure rather than just go ahead and give up

III. On-The-Job Training
  A. Prerequisites to Participation in the Program
    1-15. Same as Level B
    16. Know how to outline steps of job
    17. Know how to list materials and tools needed on total job
    18. Know spelling, arithmetic, and reading needed for Level B job
    19. Have overall evaluation

Suggested Activities

In view of the students' chronological age and degree of social maturity, some will be seeking part-time employment; some, permanent employment. It is necessary to advise them how to get a social security card and to advise them of the payroll deduction. Acquaint them with location and telephone of their local social security office.

Resources

Other References:

- Regulations of the Department of Employment Security of Maryland, June 1, 1965. (Available at local social security office)
- Unemployment Insurance Law of Maryland, annotated, reprinted from the Annotated Code of Maryland, 1957, and 1965, Cumulative Supplement
- Large wall posters:
  - How Social Security Works
  - From Account Number to Benefit
  - History of the Social Security Law
- A Harvest of Hope (Comic book form) Individual copies available
- Department of Health, Education, and Welfare, Your Social Security

Films:

- Available at the local social security office
  - The Social Security Story, a 14-minute color film telling the story of social security

  - Before The Day, a 28-minute motion picture. It is available in 16 mm or 35 mm from the Social Security District Office in your community. These offices can arrange for a showing of the film to your group.

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SURVIVAL WORDS

Level C

1. Fire Extinguisher
2. For Rent
3. Handle with Care
4. Do Not Pass
5. Rest Rooms
6. Powder Rooms
7. Help Wanted
8. No Left Turn
9. No Right Turn
10. No Turns
11. No Smoking
12. No Trespassing
13. No U Turn
14. One Way Street
15. Pay as You Enter
16. Slippery When Wet
17. Private - Keep Out
18. No Parking
19. Parking One Hour
20. School Zone
21. Railroad Crossing
22. This Side Up
23. Fragile
24. Low Overhead
25. Reserved
26. Dead End
27. Closed Street
28. Private - Do Not Enter
29. Slow Down
30. Speed Limit
31. Tow Bridge
32. Deposit Here
33. Disposal
34. Do not Deposit Rubbish
35. No Parking at Any Time
36. Detour
37. Temporary Detour
38. Prescriptions
39. Emergency Ward
40. Reduce Speed

SUGGESTED WORK SHEETS
For
SCHOOL-JOB-TRAINING PROGRAM
In
JUNIOR HIGH SCHOOL

Work Sheets:

School-Job-Training Work Sheets are available for student, teacher and school employer. The following forms at Level C are only suggestions and are planned for the student, teacher, and school employer's use.

In some cases, the suggested rating system may need to be changed, and the local school system's rating used.

Regardless of the form, some record for all three persons involved--the student, the school employer, and the teacher--should be kept. These records should be compared and discussed.

If the student has difficulty in writing remarks, these may be dictated to a more able student or to the teacher.

LEVEL C

SCHOOL-JOB-TRAINING WORK SHEET

For the Student-Weekly Report Date ____________

Name ____________ Date of Birth ____________

School Address ____________

School Phone ____________

Name of School Employer ____________

Name of Teacher Directing Work ____________

Name of Training Area ____________

Jobs Done: Work Rated:	E	G	S	P
1.				
2.				
3.				
4.				
5.				
Getting Along With Others				
Being on Time				
Controlling My Temper				
Seeking Necessary Information				
Doing More Than Asked				
Being Courteous and Helpful				

Remarks:

E - Excellent
G - Good
S - Satisfactory
P - Poor

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LEVEL C

SCHOOL-JOB-TRAINING WORK SHEET

For the TEACHER Directing Training Program BI-WEEKLY

Name ______________________ Date ______________

Name of Student ______________________ Weeks on Job ______________

Name of School Employer ______________________

Name of Training Area ______________________

Rating on Basis of: Observation
Talk with School Employer
Student's Work on Returning to Class

E - Excellent
G - Good
S - Satisfactory
P - Poor

Attitude or Work Habits	Letter Grade	Attitude or Work Habits	Letter Grade
1. Cooperation		7. Reliability	
2. Courtesy		8. Respects others' property	
3. Industry		9. Respects others' rights	
4. Initiative		10. Self-Control	
5. Neatness (work and person)		11. Honesty	
6. Punctuality		12. Following directions	

Type of work done

Arithmetic needed

Spelling needed

Reading needed

Items needing school help

Remarks:

LEVEL C

SCHOOL-JOB-TRAINING WORK SHEET

For the SCHOOL EMPLOYER AT REPORT CARD TIME

Name ______________________ Date ______________

Name of Student ______________________ Weeks on Job ______________

Name of Teacher Directing Work ______________________

Name of Training Area ______________________

Rating on Basis of: Observation
Actual Participation in Work with Student

E - Excellent
G - Good
S - Satisfactory
P - Poor

Whichever area is appropriate is to be checked:

	E	G	S	P		E	G	S	P
Takes correction					Is liked by other workers				
Follows directions					Is liked by other children				
Asks when uncertain					Is courteous				
Handles tools well					Is willing				
Puts things away					Does more than asked				

Type of Work Done

Remarks:

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ON-THE-JOB TRAINING

Care needs to be taken in making all school jobs contribute to the functional education of the student. No job is to be given monetary recognition nor is it to be rewarded with free lunches, free materials, etc. Each job experience should be treated as an educational experience to the same degree that academics are thought of as educational. In order to insure the educational value of the actual participation on the job, it is necessary that the classroom activities and study units be closely integrated with and supplemental to the work experiences. The program suggests that the following phases be considered in each experience:

A. Prerequisites to participation in the program
B. Practice of job techniques
C. Practice of employability requirements
D. Use of records and rating forms and making report card evaluations

A. PREREQUISITES TO PARTICIPATION IN THE PROGRAM

Level A

1. Class work up to date
2. Materials in order and put away
3. Parents' permission as a result of interview and understanding purpose of program
4. Careful self-analysis (Level A)
5. Careful job analysis (Level A)
6. Interview and acceptance by head of work area
7. Record of behavior fitting for employment
8. Know class schedule
9. Know when, where, and how to fit into class when leaving and when returning
10. Know how to check time card when leaving and returning for work
11. Know some of the things needed on the job which can be learned while at work
12. Expectancy to report (orally) to class and teacher learnings and happenings on the job
13. Expectancy to study with teacher's help arithmetic, spelling, reading, etc., needed in the job

Level B

1-13. Same as Level A
14. Know how to keep a written record of what was done on the job each day
15. Know spelling, arithmetic, and reading needed for Level A job

Level C

1-15. Same as Level A
16. Know how to outline steps of job
17. Know how to list materials and tools needed on total job
18. Know spelling, arithmetic, and reading needed for Level B job
19. Have overall evaluation

B. PRACTICE OF JOB TECHNIQUES

The learning techniques which were observed and studied in the survey in connection with the specific job in which the student is placed should now be practiced under the teacher and the school employee directorship at the developmental level at which the student is working.

1. Preparation needs to be made in the classroom by reviewing the earlier learnings, by role playing, by discussing, by outlining essentials, and by daily checking and supplementary teaching.

2. Guidance and simple one-step demonstrations need to be made on the job by the school employee, supplemented by teacher observation and interviews of student on the job.

C. PRACTICE OF EMPLOYABILITY REQUIREMENTS

Those techniques which were observed and studied in the earlier survey with the specific employability requirements needed in any job, as well as those revealed through self-study, should now be practiced under teacher and the school employee supervision at the developmental level on which the student is functioning.

1. Preparation needs to be made in the classroom by reviewing the earlier learnings, by role playing, by discussing, by outlining essentials, and by daily checking and supplementary teaching.

2. Follow-up on the job by the teacher is most important.

3. Interviews with student, teacher, and the school employee should be made regularly.

D. USE OF RECORDS, RATING FORMS, AND REPORT CARD EVALUATIONS

In order that the student learns that "rating is earned," it is important for him to be included in the rating experience. At each level the student should be introduced to rating and record keeping and should be given some opportunity to evaluate himself and to compare his own rating with others.

1. Types of Records--In each situation there will be elements which make it necessary to make the form of a record fit the specific demands of the local school system. The following suggestions, therefore, only designate some of the possible records which might be kept:
   a. Student's individual time card or a class record to be checked when leaving and returning to class
   b. Classroom chart showing when and where students in the job-training program are to work (to be checked by teacher).

2. Rating Forms--In order that the student have early and continuous practice in meeting and learning how to handle rating - not only as made by himself and his teacher, but by an employer - it is suggested that weekly or bi-weekly reports be kept by the student, the

teacher, and the school employee personnel involved in the program. The making of these reports needs to be done individually and later to be followed by a joint interview with all three persons to consider all three rating sheets.

3. Report Cards--If the school-job-training program is to have value, it must be given status along with academic learnings, shop experience, homemaking, business practice, etc. (Therefore, it must be given recognition on the report card.) The report card needs to be arranged to include the various job areas, using the same titles as given on the job. The report card rating should result from a total evaluation which includes:
   a. Student's daily record
   b. Student's work summary
   c. School-job-training reports
   d. Teacher's overall judgment
   e. Conference of teacher, school employer, and student

4. Certificates--For the student with retarded mental development, it is important to give him, in concrete form, some evidence of his attainment. It is, therefore, suggested that perhaps a certificate at the end of his participation in a certain job area might be awarded and his accomplishment noted on the report card. These certificates might be the basis upon which his senior high school work experiences would be planned. For example, if a boy has had food services as one of his work areas in his school-job training and if he has done well, he could be placed in a hotel kitchen as one of his experiences in industry during his senior high school work program. This could be advantageous for both the boy and his employer. The junior high school certificate then would give both the boy and the employer more confidence.

   When a student has gone as far as it is thought he is able to go in an area, he should receive a certificate recording the work area and the level he has accomplished. For some students this may mean only Level A at the end of two years of practice. In some cases, it may mean only Level A because the student's readiness employability had to be delayed one or more years.

   School-job-training certificates of the Junior High School should be essential for entrance into the senior high school community work program. In some cases, students will need to continue the school-job-training program another year in senior high school before going out into the community's industries.

5. Graduation to Senior High School--Since Occupational Education is a "program" or "track" and, as was suggested before, it is to be given status along with all other junior high school programs. The students in this program need to participate extensively in whatever is planned for all students leaving junior high school for senior high school.

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JUNIOR HIGH WORKSHOP

Chronological Age 13 - 16

Summary - May, 1965

Personal Data, May, 1965				Achievement Scores						Totals
Name	C.A	I.Q.	M.A.	R.C.	R.V.	A.C.	A.R.	Spg.	Gr.L.	E.A.
Ruth	14	66	9-2	3.9	4.4	3.7	3.0	3.1	3.4	8.8
Katherine	14	55	7-7	2	1.6	3.4	2.8	2.1	2.5	7.4
Ronald	14	71	9-9	4.8	3.6	3.8	3.5	2.7	3.8	9.1
Sam	14	67	9-3	4.1	4.0	3.6	3.5	2.6	3.6	8.11
Peggy	14	78	10-9	4.6	4.1	4.4	4.2	3.8	4.2	9.6
George	15	72	10-8	4.7	4.3	4.5	4.0	3.5	4.2	9.7
Gertrude	15	73	10-9	5.6	5.8	5.5	6.0	6.4	5.9	11.5
William	14	66	9-2	2.7	3.3	3.5	2.7	2.6	2.9	8.2
Jack	16-0	59	9-4	4.1	3.8	3.4	3.0	3.3	3.5	8.9
Laura	14-0	54	7-5	2.6	2.9	2.5	1.5	2.5	2.4	7.7
Dick	16	72	11-5	5.4	5.1	4.4	4.2	5.4	4.8	10.2
Jim	15	55	8-2	1.8	1.8	2.9	1.8	2.3	2.4	7.6
Roger	14	62	8-6	3.0	3.4	4.2	2.8	3.7	3.1	8.3
Gilbert	15	75	11-2	4.0	4.1	4.4	4.4	3.2	4.0	9.4
Margaret	16	75	12-0	4.3	5.4	4.4	4.2	4.1	4.5	9.11
Sarah	14	70	9-1	3.0	2.4	4.2	2.8	3.7	3.1	8.3
Tony	15	70	10-5	5.4	5.1	4.4	4.2	5.4	4.8	10.2
Robert	15	65	9-7	2.7	3.3	3.5	2.7	2.6	2.9	8.2
Harold	13	65	8-5	1.4		3.2	1.9	1.3	1.9	7
John P.	13	62	8-0	1		2.4	1.6	2.0	1.7	7

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Legend

Achievement Test Data - May 1965

Personal Data - May 1965

C. A. - Chronological Age
I. Q. - Intelligence Quotient
(Binet of 1963 to 1965)
M. A. - Mental Age - May 1965

R. C. - Reading Comprehension
R. V. - Reading Vocabulary
A. C. - Arithmetic Computation
A. R. - Arithmetic Reasoning
Spg. - Spelling

Totals Gr. L - Grade Level
E. A. - Educational Age

Page 1 - Class Study Chart
Margaret A. Neuber

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Suggestions for Grouping Sample Class for Reading

Group I	Reading Comprehension	Reading Vocabulary	Spelling	Mental Age
Gertrude	5.6	5.8	6.4	10-9
Dick	5.4	5.1	5.4	11-5
Tony	5.4	5.1	5.4	10-5

Group II	Reading Comprehension	Reading Vocabulary	Spelling	Mental Age
Donald	4.8	3.6	2.7	9-9
Sam	4.1	4.0	2.6	9-3
Peggy	4.6	4.1	3.8	10-9
George	4.7	4.3	3.5	10-8
Jack	4.1	4.8	3.3	9-4
Margaret	4.3	5.4	5.1	12-0
Gilbert	4.0	4.1	3.2	11-2
Ruth	3.0	4.4	3.1	9-2

Group III	Reading Comprehension	Reading Vocabulary	Spelling	Mental Age
Katherine	2.0	1.6	2.1	7-7
William	2.7	3.3	2.6	9-2
Laura	2.6	2.9	2.5	7-5
Jim	1.8	1.8	2.3	8-2
Roger	3.0	3.4	3.7	8-6
Sarah	3.0	2.4	3.7	9-1
Harold	1.4	---	1.3	8-5
John	1.0	---	2.0	8-0

Suggestions for Grouping Sample Class for Arithmetic

Group I	Arithmetic Computation	Arithmetic Reasoning	Mental Age
Gertrude	5.5	6.0	10-9
George	4.5	4.0	10-8
Peggy	4.4	4.2	10-9
Dick	4.4	4.2	11-5
Gilbert	4.4	4.4	11-2
Margaret	4.4	4.2	12-0
Tony	4.4	4.2	10-5

Group II	Arithmetic Computation	Arithmetic Reasoning	Mental Age
Roger	4.2	2.8	8-6
Sarah	4.2	2.8	9-1
Donald	3.8	3.5	9-9
Ruth	3.7	3.0	9-2
Sam	3.6	3.5	9-3
William	3.5	2.7	9-2
Robert	3.5	2.7	9-7
Katherine	3.4	2.8	7-7
Jack	3.4	3.0	9-4

Group III	Arithmetic Computation	Arithmetic Reasoning	Mental Age
Harold	3.2	1.9	8-5
Jim	2.9	1.8	8-2
Laura	2.5	1.5	7-5
John	2.4	1.6	8-0

SUGGESTED ACTIVITIES FOR TEACHERS

1. Discuss the want ads in newspapers.
2. Send for social security cards to be discussed in class.
3. Use appropriate filmstrips in the classroom.
4. Have speakers talk to the class about various jobs.
5. Discuss private and state employment agencies.
6. Take class members to various employment agencies
7. Use workbook assignments related to work attitudes, working with others, applications, etc.
8. Make a study of available positions in the community

    - Domestics
    - Clothing workers (garment trade)
    - Food service workers
    - Transportation workers
    - Workers in other industries
    - Hospital workers
    - Trademan's helpers
    - Farm workers

9. Study self-evaluation techniques

    - Reviewing school records
    - Studying one's abilities

10. Study methods for getting a job

    - Personal search
    - Employment agencies
    - Written application
    - Phone calls
    - Personal contacts

11. Study methods for holding a job

    - Good relationship with employer
    - Good relationship with fellow employees
    - Good relationship with organizations

12. Practice filling out application blanks and writing letters of application for work.
13. Dramatize an interview between an employer and an applicant for a job. (emphasize appearance, manner, punctuality, etc.).

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RESOURCE MATERIAL FOR
THE WORLD OF WORK

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CURRICULUM PUBLICATIONS ANNOUNCEMENT RESOURCE MATERIALS AND TECHNIQUES FOR USE WITH THE RETARDED - REPORTS #1-7

Report #1

- A unit of Occupational Education Built Around the Tasks of a Household Worker: Junior High School--Education 1

Report #4

- Suggested Methods and Materials for Teaching Core Topics: "Choosing, Getting, and Holding a Job," Junior High School--Education 1
- A Series of Lessons, "Jobs for Girls in the Cafeteria," Junior High School--Education II

Report #5

- Suggested Activities: "Seasons," "Months, Housing, Food,and Clothing," Junior High School--Education II

Write:
Publication Sales Office
Board of Education
110 Livingstone Street
Brooklyn 1, New York

Publications:

U. S. Government Printing Office, United States Department of Health, Education, and Welfare, Office of Education

- Mackie, Romaine P., and others, "Preparation of Mentally Retarded Youths for Gainful Employment," 1950
- Mackie, Romaine P., and others, "Directory of Special Education Personnel in State Departments of Education," Washington, D.C., Government Printing Office, Publication OE 35003-61, 1961
- Martens, Elise H., "Curriculum Adjustments for the Mentally Retarded," A Guide for Elementary and Secondary Schools, 1950
- National Education Association, Research Division, "Special Education Teachers--Salary Schedule Provision, 1961-62," N.E.A. Research Memorandum No. 20, Washington, D.C., The Association, 1962
- United Nations Educational, Scientific, and Cultural Organization, "Statistics on Special Education," New York, The Organization, 1960

- United States Congress, House of Representatives Committee on Education and Labor, Subcommittee on Special Education, "Federal Services to Special Education and Rehabilitation, Part I," Washington, D. C., Government Printing Office, 1961

Periodicals:

- Council for Exceptional Children, "Exceptional Children," 1201 Sixteenth Street, N. W., Washington, D. C.
- Sprague, Hall, and Dunn, Lloyd, "Special Education for the West," *Exceptional Children 27*: 415-21, April, 1961
- Stolurow, Lawrence M., "Automation in Special Education," *Exceptional Children 20*: 78-83, October, 1960
- United States Department of Health, Education, and Welfare, "Children," Washington, D. C., Children's Bureau

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Hallock, Grace T.; Allen, Ross L.; and Thomas, Eleanor, Growing Your Way, New York, Ginn and Company, 1958

Hallock, Grace T.; Allen, Ross L.; and Thomas, Eleanor, Health and Happy Play, New York, Ginn and Company, 1958

Kirk, S. A.; Karnes, Merle, You and Your Retarded Child, New York, Macmillan Company, 1955

O'Keefe, Patricia R.; Maxwell, Cyrus H.; White, Mary Sue, and Barbara, Getting Acquainted, New York, John C. Winston, 1960

O'Keefe, Patricia R.; Maxwell, Cyrus H.; White, Mary Sue and Barbara, How We Grow, New York, John C. Winston, 1960

Ruby, Doris, 4-D Bulletin Boards That Teach, California, Fearon Publishers, Inc., 1960

Secrist, D. L.; Jasper, N. W.; Fruchtlendler, J. C.; Lyons, N. E.; Pistor, W. J.; Special Education for the Exceptional Child, Baltimore, Maryland State Department of Education, 1962

CURRICULUM GUIDES

Board of Education of Anne Arundel County, Guide for Teachers of Mentally Retarded Children, Annapolis, Maryland

Committee Appointed by Maryland State Board of Education, Special Education of Atypical Children in Maryland, Baltimore, Maryland, 1956

Detroit Public Schools, Detroit Special Education--Vocational Rehabilitation Project, Detroit, Board of Education, 1962

Neuber, Margaret, Guide for Teachers of Children with Retarded Mental Development, State College, Pennsylvania, Pennsylvania State University, 1962

- Arithmetic Skills for Living and Learning
- Language Skills for Living and Learning
- Social Skills for Living and Learning

Los Angeles City School Districts, Major Report: Special Education Study, Los Angeles, Office of the Superintendent, The Districts, 1960

SUGGESTED FILMS AND FILMSTRIPS FOR THE WORLD OF WORK

Films:

Allegany County Board of Education

1. "Bread" (Elementary Film Guide)
2. "Milk" (Elementary Film Guide)

Filmstrips:

Allegany County Board of Education

1. S-50 "How to Apply For, Win, and Advance on the Job"
2. S-51 "Your Job--Are You Prepared For It?"
3. S-68 "Domestic Service as a Career"
4. S-466 "You and Your Mental Abilities"
5. S-467 "Discovering Your Real Interests"
6. S-468 "What Are Your Problems?"
7. S-469 "The Sterling Silver on Your Table"

Curriculum Materials Corporation, 1319 Vine Street, Philadelphia 7, Pennsylvania
(These filmstrips qualify for NDEA purchase)

1. A-133 "Self Realization"
2. A-134 "Human Relationships

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CURRICULUM FILMSTRIPS

Visual Texts on Film

ALLEGANY COUNTY BOARD OF EDUCATION

Interdependent Nation--U.S.A., Workers and Resources

S-429 "Dependence on City Workers"
S-430 "Dependence on Transportation Workers"
S-431 "Dependence on Coal and Iron Workers"
S-432 "Dependence on Automotive Workers
S-433 "Dependence on Oil Workers
S-434 "Dependence on Lumber Workers
S-435 "Dependence on Wheat and Corn Workers
S-436 "Dependence on Meat Raisers
S-437 "Dependence on Truck Farmers
S-438 "Dependence on Fishermen
S-439 "Dependence on Clothing Workers

ENCYCLOPAEDIA BRITTANICA FILMSTRIPS, Wilmette, Illinois

1. "Our School"
2. "School Helpers"
3. "The New Pupil"
4. "School Courtesy"
5. "Manners at School"

EYE GATE HOUSE, Jamaica, New York

Our Neighborhood Workers

FSM55 "The Baker," 1957
FSM57 "The Butcher," 1957
FSM58 "The Dairyman," 1958
FSM58 "The Fruit and Vegetable Store," 1957
FSM61 "The Shoemaker," 1957

Some Neighborhood Helpers

FSM52 "The Neighborhood Newspaper Store," 1958
FSM53 "The Automobile Service Station," 1958
FSM54 "The Neighborhood Fish Store," 1958

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STATUS NEEDS, NUMBER TWO

HOMEMAKING AND FAMILY LIVING IN THE PARENTAL HOME

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HOMEMAKING AND FAMILY LIVING IN THE PARENTAL HOME

Teacher's Guide

Since homemaking and family living are basic to the life of all human beings, they have been included in the curriculum.

On the junior high school level, the student is a young adolescent expected to assume some responsibility in his parents' home. This young adolescent often needs help as he finds the parental home the battleground where he must work out his needs for self-realization and yet learn to live comfortably within the confines of continued parental authority.

Therefore, it is most important that the curriculum include this area in its planning. The experiences and learnings in school, at home, and in family living may now be given an adult emphasis, and the student may be helped to plan an adult role of his own as a son or daughter accepting the responsibilities for furthering good family living in the home of his parents.

To insure the building of those concepts, meanings, and values, and to give practice to those skills needed for good homemaking and family living, this tentative guide suggests the following areas of study:

- Family Membership and What it Involves
- Growing Up As a Person
- Teenage Responsibilities
- Simple First Aid
- Child Study
- Baby Sitting

Organization

In many situations the student is now becoming acquainted with more than his own "special teacher." He may be scheduled for home economics, health, physical education, and shop classes. It is suggested that wherever possible the group has a schedule of its own in each of these classes rather than being placed as an afterthought or as an unwelcome addition to an already heavy program.

It is most important that the program provide for individual differences and that the special teacher and the new teachers work and plan together. The building of concepts, meanings, values, and skills for homemaking and family living cannot be done in a homemaking class once a week. They need to be built as regularly, as sequentially, and as developmentally as any of the academics.

In some situations, however, the special classroom is so equipped and the areas so varied that home economics, shop, etc., may be carried on within the special class. At times, in some situations the special class teacher is given an allotted time for the use of the home economics room, the shops, and the gym.

Whatever the organization, the curriculum, the experiences, and the learnings have two purposes: to build the concepts, meanings, and values, and to establish the skills needed for good home and family living within the parental home.

Caution

Care must be taken to accept the varying levels of home which the students represent without smugness, criticism, pride, or disgust on the part of the school personnel. Care must also be taken to see that goals are practically attainable and expectancies sensible and acceptable to the student and his family.

Content

In selecting the aspects of homemaking and family living to be included at this time, care was taken to provide experiences involving both the developing self, as well as the human relationships indigenous to group living.

Experience and Learning Areas

I. Family Membership and What it Involves
  A. Recognizing and appreciating parents' concerns and rules
  B. Earning parents' respect
  C. Helping to make things run smoothly at home
  D. Enjoying living together in the home

II. Growing Up As a Person
  A. Having friends and dating
  B. Making the best of oneself
  C. Maturing in one's behavior

III. Teenage Responsibilities
  A. Taking care of the house we live in
  B. Making things brighter and more pleasant
  C. Making the home safe
  D. Making the yard attractive
  E. Contributing to family health
    1. Sanitation - general
    2. Sanitation - personal
    3. Care of sick person in the home
    4. Emergency telephone numbers to be learned

IV. Simple First Aid
  A. Skin irritations
  B. Sunburn and sun poisoning
  C. Blisters
  D. Foreign bodies in the eye
  E. Splinters
  F. Abrasions
  G. Nosebleed
  H. Burns

V. Child Study
    A. The infant
    B. The child from two to five
    C. The school-age child

VI. Baby Sitting
    A. Things to know before taking the job
    B. Things to do and to learn before parents leave
    C. How to handle emergencies
    D. Things to avoid

Developmental Approach

Since the junior high school program may cover three to four years for each student and since the expectancy of each student varies, each of the experience and learning areas is organized on three levels: Level A, Level B, and Level C. Some students may not be ready to begin at Level A until the second or third year, and others may need to continue for a time with learnings of the intermediate section.

No students need be expected to handle all the details of the areas as suggested. The more able students may be able to handle about two-thirds of the material. Some students may need to continue working on this level in the senior high school.

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GENERAL OBJECTIVES FOR HOMEMAKING AND FAMILY LIVING

1. To develop in the student a sense of his responsibility in the family group in his own particular home, and to create an appreciation for worthy home membership

2. To help the student to understand the concept of himself as a contributing member of the family, not merely an accepting member. This aim should include aiding in an understanding of the need to work, to use money wisely, and to accept the importance of laws as helps

3. To bring the child to a deep sense of what his home means to him

4. To help the child to recognize and accept his emotional, social, and economic responsibilities, as these relate to the home situation

5. To help children to learn how to control themselves and to get along well with others

6. To promote the teenager's self-understanding--realistically recognizing that he may never fully understand himself

7. To help the teenager find his place in the family

8. To instill in the teenager a healthy respect for the authority inherent in the home family, the school family, and the community family

9. To help the child to adjust so as to become a more favorably accepted member of society

10. To aid the teenager to realize that he will be a happier better adjusted person if he practices good manners

11. To develop a safety program that is practical and useful in the home

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STATUS NEEDS, NUMBER TWO

HOMEMAKING AND FAMILY LIVING

IN THE PARENTAL HOME

LEVEL A

Level A (First Year)

Homemaking and Family Living in the Parental Home

Teacher's Notes

I. Family Membership and What it Involves
   A. Recognizing and Appreciating Parents' Concerns and Rules
      1. The reasons for parents' concern
      2. Ways of showing that we can have good moral values
         a. Keeping word
         b. Selecting friends who have good moral values
         c. Keeping the moral code
      3. Factors that make a good family group
      4. Helping the teenager with family adjustment

   B. Earning Parents' Respect
      1. Being responsible for taking care of own clothes and own room
      2. Spending money carefully
      3. Helping with the other work in the house
      4. Saying kind things about people
      5. Helping supplement the family income

Suggested Activities

The students discuss the moral values that will lead them to see what is good behavior.

The students bring in and use cartoons and comic strips on family living such as "Out Our Way."

The students make a scrapbook, "Who am I?" This will include name, address of self, parents', brothers', and sisters' names, pet's name, likes and dislikes, photos, etc.

The students make diaries of home duties and responsibilities.

The students dramatize skits on home duties.

The students make lists of ways they can help supplement the family income.

Resources

Books:

Riverside Press, Living and Learning With Children, Houghton Mifflin Company

Dennis, Living Together in the Family, Washington, D. C.; American Home Economics Association, 1964

Getting Along Pamphlets:

1. The Reason for Rules
2. Breaking Rules
3. Human Rights
4. Think of Others
5. A Pat on the Back - Be Generous with Praise
6. Everybody Makes Mistakes

Montclair, New Jersey; The Economics Press, Inc., 1954

Junior Life Adjustment Booklets, Life with Brothers and Sisters, Chicago, Science Research Associates

Justin and Rust, Home Living, Philadelphia, Pennsylvania; J. B. Lippincott Company

Turner, Richard H., The Family You Belong To, Chicago, Follett Publishing Company

Films:

Division of Library Extension, You and Your Family, Baltimore, Maryland

Filmstrips:

1548, Family at Home, Baltimore City School Film Library

Getting Along at Home, Eye Gate House, Inc.

Getting Along With Brothers and Sisters, McGraw-Hill Book Company

C. Helping to Make Things Run Smoothly at Home
  1. Recognizing and helping to avoid family problems
    a. Avoiding teasing and quarreling
    b. Talking things over without anger when feeling unfairly treated
    c. Sharing money fairly
    d. Keeping quiet while others sleep
  2. Recognizing the changing roles of family members
    a. Sharing work done at home
    b. Sharing facilities of the home
  3. Sharing family traditions and memories
    a. Finding things to do that the family can enjoy together
    b. Making inexpensive decorations for family celebrations
  4. Learning to be a good host and guest
    a. Helping to make guests feel welcome and comfortable
      (1) Practicing the simple rules and courtesies for introducing, seating guests, and caring of wraps
      (2) Expressing appreciation
    b. Being a good guest
      (1) Practicing the rules and courtesies
      (2) Showing enjoyment in the entertainment
      (3) Expressing appreciation
  5. Being able to admit to a mistake and to profit by it

D. Enjoying Living Together in the Home
  1. Showing appreciation and affection for each other
    a. Doing things
    b. Saying things
  2. Enjoying the privileges extended to us by people with whom we live
    a. Helping and understanding
    b. Accepting our weaknesses and permitting us to be ourselves and to "blow off steam."
    c. Sharing our disappointments
    d. Being proud of our accomplishments

Suggested Activities	Resources
The students and teachers have discussions on the causes of quarrels in the home. The students bring in the comic strip, "Out Our Way," and discuss causes of disagreement and how to avoid these The students make schedules of jobs that they do in the homes. The students make schedules of time allowance in the use of bathroom and other home facilities. The students give dramatizations to show the behavior required to share common property; such as, television and record player. The students and teachers have discussions. They make inexpensive decorations with available materials, using leaves, gourds, vegetables, etc.	Books: Dodd, American Homemaking Book, New York, Charles Scribner's Sons, 1957 Getting Along Pamphlets: 1. Why Argue? 2. Why Criticize? New Jersey, The Economics Press, Inc., 1954 McIntire and Hill, Working Together, Chicago, Follett Publishing Company Zim, Herbert S., Things Around the House, New York, William Morrow and Company, 1954 Filmstrips: Getting Along At Home, Eye Gate House, Inc. Getting Along With Brothers and Sisters, McGraw-Hill Book Company
The students list ways to make the family more comfortable. The students have discussions of family television programs such as "My Three Sons," "Bonanza," "The Nelsons," "Father Knows Best," and the "Patty Duke Show." The students learn and play games which can be used as a family activity. This should be done with teacher.	Books Dennis, Living Together in the Family, Washington, D. C.; American Home Economics Association, 1964 Justin and Rust, Home Living, Pennsylvania, J. B. Lippincott Company Turner, Richard H., The Family You Belong To, Chicago, Follett Publishing Company

Teacher's Notes

3. Being courteous to each other
4. Making contributions toward family happiness
5. Respect for the property of others

II. Growing Up As A Person
    A. Boy and Girl Friendships
        1. Making friends with boys and girls and recognizing values of having friends
        2. Developing traits that girls and boys like in each other
        3. Developing character traits that help make and keep friends
            a. Try smiling
            b. Try speaking in a friendly way
        4. Realizing that everyone has problems and weaknesses. Sharing your problems with others makes them easier to overcome and live with
        5. Realizing assets of a pleasing personality
            a. Helps one to make friends
            b. Helps one to make a good first impressio
            c. Helps one to have a sense of security
        6. Developing manners to use in social situations

Suggested Activities	Resources
The students discuss activities and hobbies that the father and the boys may share such as hunting, camping, and fishing; the mothers and girls may share cooking and sewing.	Films and Filmstrips: Family Portrait, McGraw-Hill Book Company Family Teamwork, SD 251.2, Baltimore City School Film Library You and Your Family, Division of Library Extension Magazines: Sports Afield Family Circle Woman's Day
The students write a small paragraph (5 sentences) about their best friend, telling why they feel that person is a friend. The pupils make bulletin boards using cartoons, short verses, and pictures depicting character traits that are valuable in friendship. The teacher and the students discuss problems that members of the class have in making and keeping friends. The students try smiling and speaking in a friendly way to their parents, teachers, and friends for a few days. Report their results to the class.	Books: Brockman, Mary, What is She Like, New York, Charles Scribner's Sons Brown, Howard E., Getting Adjusted to Life, J. B. Lippincott Company Cross, M. M., Girls and Their Problems, New York, Ginn and Company Crow and Crow, Adolescent Development and Adjustment, New York, McGraw-Hill Book Company Getting Along Pamphlets, Getting Adjusted to Life, New Jersey, The Economics Press, Inc. Lyster, Alba M. and Hudnall, Gladys F., Social Problems for the High School Boy, Texas, Steck Company Films and Filmstrips: Allegany County Board of Education 488 Making Friends is Easy Do You Win Arguments and Lose Friends? Manners Mean More Fun

Level A (First Year)

Homemaking and Family Living in the Parental Home

Teacher's Notes

B. Making the Best of Oneself
  1. Finding out how good habits can be developed
    a. Desiring to attain a goal
    b. Practicing the desired behavior
    c. Finding regard and satisfaction
  2. Grooming
    a. Washing self every day with hot soapy water
    b. Combing hair neatly
    c. Making sure clothing is clean
  3. Realizing one's limitations and making the most of them
  4. Respecting the privacy of others (gossip - personal affairs)

Suggested Activities

The students put on skits and plays showing how gossip can break friendships.

The students make scrapbooks showing proper wearing apparel for different seasons of the year.

The teacher and the students list personal questions one should not ask.

The teacher and the students establish rules for borrowing and using friend's belongings.

Resources

Films and Filmstrips (Continued)
- Coronet Instructional Films
  - Act Your Age
  - Growing Up
  - Everyday Courtesy
- Division of Library Extension
  - They Grow Up So Fast
- McGraw-Hill Book Company
  - The Feeling of Rejection
- Metropolitan Life Insurance Co.
  - Be Your Age
  - Developing Friendships

Books:
- Billett, Roy O., Growing Up, New York, D. C. Heath and Company
- Betz, B., Your Manners Are Showing, New York, Grosset and Dunlap, Inc.
- Crow and Crow, Learning to Live With Others, New York, McGraw-Hill Book Company
- McLean, Beth B., Good Manners, Illinois, Manual Arts Press

Films and Filmstrips:
- Allegany County Board of Education
  - 489 Politeness Is For You
  - 490 Popularity Comes to You
  - 491 So You Want to Make a Good Impression
  - Are You an Interesting Person?
  - Getting Along With Yourself
  - Understanding Myself
  - How Friendly Are You?
- Coronet Instructional Films
  - How Friendly Are You?

C. Maturing in Behavior
  1. Knowing manners for the home
  2. Controlling the expression of emotion
  3. Taking an interest in the welfare of others
  4. Fulfilling obligations young people should be aware of towards parents of friends, friends of your parents

III. Teenage Responsibilities
  A. Taking Care of Our House
    1. General living areas
      a. Sweeping
      b. Mopping
      c. Dusting
      d. Disposing of garbage
    2. General housekeeping duties
      a. Making beds
      b. Washing dishes
      c. Washing clothes
      d. Repairing clothing (simple sewing)
      e. Ironing
    3. Simple home repairs
      a. Wiring (simple: plugs, sockets)
      b. Refinishing furniture
      c. Repairing furniture and other fixtures
      d. Painting
    4. Setting a table properly
    5. Cleaning up after a meal
      a. Table
      b. Stove
      c. Sink
      d. Floor
      > Work Area

Suggested Activities	Resources
The students, with the teacher, practice giving oral apologies, congratulations, etc.	Books: Beery, Mary, Manners Made Easy, New York, McGraw-Hill Book Company Lee, Tina, Manners To Grow On Reid, Lillian, Personality and Etiquette, Boston, D. C. Heath and Company Films and Filmstrips: Mind Your Manners How Can I Understand Other People?
The teacher demonstrates the proper way to sweep, mop and dust. The students practice. The students take care of the housekeeping of the classroom. The teacher demonstrates, and the students practice making a bed. The teacher and the students wash and iron all linens, curtains, shop aprons, etc. used in the rooms. The teacher demonstrates, and the students replace sockets and plugs on lamps and electrical applicances. The teacher and the students remove paint and varnish and refinish furniture. The teacher explains and the students make charts to show the correct placement in setting a table. The students collect magazine pictures showing table arrangements. The teacher demonstrates, and the students practice cleaning all work areas.	Books: Office of Information, United States Department of Agriculture, Detergents for Home Laundering, Washington, D. C. Shea and Wanger, Woodworking for Everybody, International Textbook Company Films and Filmstrips: Allegany County Board of Education S 486 Finishing - Part 1 S 486 Finishing - Part 2 S 470 Hand Tools McGraw-Hill Book Company, Home Repair Series: Electric Repairs - Part 1 Electric Repairs - Part 2 Plumbing Repairs Painting Your Home - Part 1 Painting Your Home - Part 2 Repairing Doors and Windows Young America Films, Inc. Home Repair Series: Electrical Repairs Repairing Doors and Windows Plumbing Repairs Painting in Your Home

Homemaking and Family Living in the Parental Home

Teacher's Notes

B. Making Things Brighter and More Pleasant
  1. Making a pleasing home
    a. Flower arrangement
    b. Use of dresser and table scarves, curtains, place mats, and table cloths
  2. Keeping supplies in proper places
  3. Decorating for special occasions

C. Making the Home Safe
  1. Doing dishes carefully
    a. Use of washing powders
    b. Use of hot water
    c. Scalding and rinsing dishes
  2. Care in handling and storing articles
    a. Medicines
    b. Insect spray
    c. Lye, draino, ammonia, bleaches
    d. Cleaning fluids
    e. Matches
  3. General home hazards
    a. Slippery floors
    b. Sharp objects (how to carry)
    c. Mats in bath tubs, etc.
    d. Care in the use of electrical appliances

Suggested Activities	Resources
The students (with teacher's help) make place mats, dresser scarves, and curtains using various media. The students make favors and decorations for planned parties both home and school. The students collect pictures showing foods for parties.	Books: Carlion and Abingdon, Make It Yourself, Cokesbury Press, 1950 Clark, Garel, Fun Time Crafts, Department of Printing, W. R. Scott, 1951 Newkirk, You Can Make It, New Jersey, Silver Burdett Company Srears, Ruth, Let's Make a Gift, M. Barrows & Company, Inc. Wagner, Hobbycraft for Everybody, New York, Dodd, Mead & Company, Inc. Films and Filmstrips: Baltimore City School Film Library 519 Fun in Food Jam Handy Organization Safe Christmas With the Reeds
The teacher and the students make a list of safety rules for the use of electrical appliances. The students list and discuss hazards in the home and ways to correct them. The teacher demonstrates how to use spot remover. The students make a list and discuss the care of home supplies; such as, lye, draino, etc., that are a source of danger.	Books: Office of Information, Department of Agriculture, Removing Stains From Fabric--Home Method, Washington, D. C. Films and Filmstrips: Visual Aid Consultants Safety Test For You and Your Home Eye Gate House, Inc. Safety In The Home McGraw-Hill Book Company, Health and Growth Series, Better Safe Than Sorry Society of Visual Education, Safe Home--Safe Living Young America Films Making Your Home Safe

Teacher's Notes

D. Making the Yard Attractive
  1. Cutting and trimming grass
  2. Cutting hedges, trimming trees
  3. Planning and caring for flower or vegetable beds
  4. Knowing which tools to use
  5. Caring for tools
  6. Practicing safety in use of tools and equipment
  7. Cleaning up debris

E. Contributing to Family Health
  1. Sanitation - general cleanliness
    a. Keeping home clean of dust and dirt
    b. Handling food
      (1) Never using moldy food
      (2) Never using canned goods that have spoiled
      (3) Putting things that spoil easily in refrigerator
    c. Using personal items
      (1) Individual dishes, glasses
      (2) Individual towels, wash cloths
      (3) Individual combs, toothbrushes, hairbrushes
    d. Having responsibility for taking care of own room or shared room

  2. Sanitation - personal cleanliness
    a. Caring for body
      (1) Washing every day with soap and water
      (2) Washing entire body
      (3) Brushing teeth using toothpaste, salt, or baking soda
    b. Caring for hair
      (1) Washing at least once a week, boys more often
      (2) Washing with shampoo or soap
      (3) Letting dry before using a brush
    c. Caring for clothing
      (1) Washing
      (2) Ironing
      (3) Repairing (hems, buttons)

Suggested Activities	Resources
The teacher and students list and discuss home duties in regard to yard beautification The teacher and students make a list of safety rules for the use of electrical appliances. The students collect and classify pictures, tools, and equipment for work around the outside of the home.	Pamphlets: Office of Information, United States Department of Agriculture, Trimming Trees, Flower Growing, Washington, D. C.
The students discuss how to recognize spoiled food. The teacher discusses how to keep food from spoiling. The students make a scrapbook of personal belongings. The students discuss television, newspaper and magazine ads that deal with cleanliness products.	Books: Jones, Morgan, and Landis, For Healthful Living, Illinois, Laidlaw Brothers, 1957 Justin and Rust, Home Living, Pennsylvania, J. B. Lippincott Company, 1935 Kinyon and Hopkins, Junior Home Problems, New York, B. H. and Company
	Filmstrips: Eye Gate House, Inc. Take Care of Your Health McGraw-Hill Book Company Keeping Clean Young America Films Safeguard Our Food

        - (4) Using mending tapes and other commercial aids for help in clothing repair
        - (5) Removing spots

3. Care of sick person in the home
    - a. Being cheerful when someone is sick
    - b. Knowing techniques for using a hot water bottle
        - (1) Keeping it hot
        - (2) Wrapping it in a towel so it will not burn
        - (3) Placing cap on tightly
        - (4) Draining after use and wiping it dry

4. Emergency telephone numbers to be learned
    - a. Doctor (information needed)
        - (1) Name
        - (2) Address and/or directions
        - (3) Reason for calling
    - b. Fire department
    - c. Police
    - d. Ambulance
    - e. Taxi
    - f. Parents (at work, at recreation places, etc.)

Suggested Activities	Resources
The teacher demonstrates how to sew in a hem, sew buttons on clothing, etc.	Filmstrips: Allegany County Board of Education Your Clothing
The students practice sewing of hems and buttons.	
The teacher demonstrates how to wash and block sweaters. The students then wash and block their own sweaters.	
The students practice filling a hot-water bottle and showing how it should be put away when they have finished with it.	
The students find the numbers of their family physician and drug store, etc. They put this information in the front of the telephone directory where it can be easily found.	Other References: C & P Telephone Kit

IV. Simple First Aid
- A. Skin Irritations
    - 1. Do not scratch
    - 2. See doctor
- B. Sunburn and Sunpoisoning
    - 1. Prevention
    - 2. Care
        - a. Keep out of sun
        - b. Use cold strong tea, prepared ointments, and lotions
        - c. Call doctor
- C. Blisters
    - 1. Wash area with soap and water
    - 2. Do not break
    - 3. Cover and do not rub--if infected, go to doctor
- D. Foreign Bodies in the Eye
    - 1. Blink, pull eyelid down
    - 2. Do not rub
- E. Splinters
    - 1. Clean area with soap and water
    - 2. Remove splinter with needle or tweezers dipped in alcohol
    - 3. Force bleeding, puncture wound
    - 4. Medicate and let dry
    - 5. Bandage
    - 6. Call doctor if infected
- F. Abrasions
    - 1. Wash with soap and water
    - 2. Medicate and let dry
    - 3. Bandages for various types
        - a. Clean cuts
        - b. Torn edges
        - c. Puncture--deep, small hole
        - d. Scraps--many little cuts
- G. Nosebleed
    - 1. Tilt head back
    - 2. Put cotton in end of nose
    - 3. Call doctor if it does not stop

Suggested Activities

The students discuss accidents teenagers encounter and ways to avoid such accidents.

The teacher illustrates and the students practice simple first aid.

The teacher makes a list of necessary aids that should be in the medicine cabinet. (Safety In the World of Today, Pages 296, 297, 298)

Each student makes a card (purse or billfold size) including important telephone numbers such as:

- Family doctor
- Nearest hospital
- Ambulance
- Drug store
- Fire department
- Police department
- Parents' place of business
- Nearest relative

The students make a list of accidents that have occurred in their homes. They discuss first aid treatment that was used or should have been used in each case.

The students make individual booklets with directions for care of blisters, sunburn, nosebleed, etc.

Resources

Books:

Aetna Life Affiliated Company
  Booklets on Safety Education, Hartford, Connecticut
American National Red Cross,
  First Aid Textbook and First Aid Textbook for Juniors, New York, Doubleday and Company
Boy Scouts of America, Boy Scout Handbook, New Brunswick, New Jersey
Calder, Ritchie, The Wonderful World of Medicine, New York, Garden City Books
Justin and Rust, Home Living, Pennsylvania, J. B. Lippincott Company
Kinyon and Hopkins, Junior Home Problems, New York
Metropolitan Life Insurance Company, First Aid Booklets
Patty, Willard, Teaching Health and Safety in Elementary Schools, New Jersey, Prentice-Hall, Inc.
Stack, Seaton, and Hyde, Safety In The World Today, Illinois, Beckley-Cardy Company

Filmstrips:

Baltimore City School Film Library
  973 Your Responsibility in First Aid
  974 First Aid for Bleeding and Shock
  980 First Aid in Common Emergencies
  997 Dressings and Bandages Used in First Aid Procedures
McGraw-Hill Book Company
  Protecting Our Eyes and Ears

Teacher's Notes

- H. Burns
  - 1. Know types: liquid, heat, flame, etc.
  - 2. Apply cold cream
  - 3. Call a doctor if the burns are serious

- V. Child Study
  - A. The Infant
    - 1. Crying
      - a. His physical discomfort
      - b. Wants attention
    - 2. Clothing
      - a. How to change a diaper
      - b. How to dress
    - 3. Safety
      - a. Holding, carrying
      - b. Smothering under covers
      - c. Falling, stumbling
      - d. Getting hold of small objects

  - B. The Child From Two to Five
    - 1. Clothing
      - a. Indoors
      - b. Outdoors
    - 2. Safety for child
      - a. Streets
      - b. Animals
      - c. Strangers
    - 3. Playthings and simple games

  - C. The School Age Child
    - 1. Clothing
    - 2. Safety
    - 3. General behavior
    - 4. Playthings and games
      - a. Games that can be made at home
      - b. Games that require no special materials

Suggested Activities

The teacher and students discuss how small children make their needs known.

The students list things they can do to help care for small children in the home.

The teacher demonstrates by using a doll, how to bathe, dress, and handle an infant. The students then practice this.

The students make simple games which will amuse and entertain small children.

The teacher and students make a list of safety rules that school-age children should follow.

The teacher and students make a list of good behavior rules for school age children.

The students learn stories that can be told or read to younger children.

The students learn simple games that can be taught to younger children.

Resources

Books:

Horth, 101 Games to Make and Play, Illinois, Manual Arts Press, 1946

Spock, Benjamin, Baby and Child Care, New York, Pocket Books, Inc.

Pamphlets:

Federal Security Agency, Your Child From One to Six, Children's Bureau

Juvenile Wood Products, Inc., Training the Baby

Metropolitan Life Insurance Company, Out of Babyhood Into Childhood

Films and Filmstrips:

Allegany County Board of Education
- 132 Early Social Behavior
- S 516 Getting Acquainted
- S 517 Keeping Children Happy
- S 518 Special Daytime Problems
- S 519 Keeping Children Safe

Encyclopaedia Britannica Films
- The Baby's Bath

VI. Baby Sitting
  A. Things to Know Before Taking Job
    1. Name of employer
    2. Address of employer
    3. Phone number of employer
    4. Number, names, and ages of children
    5. Wages
    6. Time, date, and duration of job
    7. Transportation--to and from job
    8. Information concerning place of employment, telephone number, and method of transportation home should be given parents

  B. Things to do and to Learn Before Parents Leave
    1. Get acquainted with children and pets
    2. Have phone numbers
      a. Where parents can be reached
      b. Emergency numbers:
        (1) Police
        (2) Fire
        (3) Neighbor
        (4) Relative
    3. Layout of house
      a. Bathroom
      b. Child's room
      c. Kitchen
      d. Location of light switches
    4. Child's routine
    5. Ordinary noises (refrigerator or furnace going on and off)
    6. Place where extra clothes are kept for children
    7. Any phone calls, visitors, or roomers that are expected
    8. The use of Television, radio, or record player (whether or not they may be used)
    9. Parents' rules

  C. How to Handle Emergencies
    1. First aid (see Family Health)
    2. Telephone calls
      a. Take message
      b. Identify caller
      c. Do not tell caller that no one else is home

Suggested Activities

The students learn stories to tell to small children.

The students learn simple games that can be used for baby sitting.

The students learn songs to sing to children.

The students put on skits and plays showing relationships of sitter and children.

The teacher and students demonstrate the handling and care of a young baby (using a doll).

The students make booklets using articles and materials collected on care of children and baby sitting.

Resources

Books:

Gerber Products Company, Baby Sitting, Fremont, Michigan

Horwich, Frances, Dr., Miss Frances' Ding Dong School Book, Chicago, Rand McNally and Company

Metropolitan Life Insurance Company, Child Safety

Superintendent of Documents, Children's Bureau, Infant Care, Publication No. 8-1955, Washington, D. C.

Spock, Benjamin, Child Care, Pocket Books, Inc.

Films:

Young America Films, Inc.
The Baby Sitter

Other References:

C & P Telephone Directory

C & P Telephone Kit

3. Visitors
    a. Keep door locked
    b. Do not allow strangers into house
4. Fire
    a. Get children out of house
    b. Get help from neighbors
    c. Call fire department

D. Things to Avoid
1. Falling asleep
2. Allowing strangers to enter
3. Snooping in drawers, closets, rooms
4. Leaving infant where he can fall
5. Spanking children
6. Ignoring children

Suggested Activities	Resources

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STATUS NEEDS, NUMBER TWO

HOMEMAKING AND FAMILY LIVING

IN THE PARENTAL HOME

LEVEL B

Teacher's Notes

I. Family Membership and What it Involves
  A. Recognizing and Appreciating Parents' Concerns and Rules
    1. Showing that we can care for ourselves
    2. Being on time
    3. Doing what is right regardless of what the "gang" does
    4. Practicing safety habits

  B. Earning Parents' Respect
    1. Doing the job satisfactorily
    2. Keeping confidence

Suggested Activities

The teacher makes a viewpoint chart for class use.

My Viewpoint	My Parents' Viewpoint

The students discuss teenage-parent relations, noting the differences for further study. The teacher transfers the two viewpoints to the chart.

The students make posters about safety in play. They show the posters to younger children and explain what each is supposed to tell.

Each student draws pictures on tagboard showing his family and himself having a good time. Attach the students' written paragraphs describing the family activity, and display it.

The teacher and students prepare a time card to be kept on a daily basis.

The students draw clocks showing the time the family does the following: gets up, eats breakfast, eats supper, goes to bed, etc.

The teacher invites the guidance counselor to the classroom to explain what services the school can offer the students to help them make good personal adjustments.

The students make a question box for problems which they wish to discuss on keeping confidence.

The students make drawings depicting good and bad habits of personal appearance for cafeteria and cooking.

The students make characters from bottles (glass or plastic), scouring pads, felt, toothbrush containers, pipe cleaners, and dish cloths, showing good and bad habits.

The teacher teaches the poems, "Daisy Do" and "Dora Don't."

Resources

Books:

Junior Life Adjustment Booklets, *Getting Along with Parents*, *You and Your Problems*, Chicago, Science Research Associates

Roosevelt and Ferris, *Your Teens and Mine*, New York, Doubleday and Company

Stack, Seaton, and Hyde, *Safety in the World of Today* Beckley-Cardy Company

Bulletins and Pamphlets:

Consumer Education Study *Managing Your Money*, National Association of Secondary Schools, Washington, D. C.

National Safety Council, *Safe at Home*, *Accident Preventions*, *Check List for Home and Safety*, Chicago, Illinois

Shacter, *Getting Along With Others*, Chicago, Illinois: Science Research Associates

Films and Filmstrips:

Coronet Instructional Films
Appreciating Our Parents,
Getting Along at Home

Division of Library Extension
You and Your Parents
Understanding Myself

McGraw-Hill Book Company
Away from Home

C. Helping to Make Things Run Smoothly at Home
   1. Recognizing and helping to avoid family problems
      a. Avoid personal habits that interfere with family happiness
      b. Seeing the other side of a problem
      c. Sharing family possessions
   2. Recognizing changing roles of family members and cooperating in making family plans
   3. Sharing family traditions and memories
      a. Helping create happy memories at family celebrations
      b. Helping make games for family sharing
   4. Learning to be a good host and guest
      a. Helping to make guests feel welcome and comfortable
         (1) Showing respect and courtesy to older people
         (2) Planning for guests
         (3) Assuming responsibility for work and entertainment of own guests
      b. Being a good guest
         (1) Fitting in with family plans
         (2) Being courteous and considerate

D. Enjoying Living Together in the Home
   1. Reviewing Level A
   2. Showing interest in work of each family member

Suggested Activities

The students write an invitation to another class for a party.

The students dramatize receiving and introducing guests in their homes.

The students plan a family outing. Include in their plans such items as:

- A suitable place
- Games
- Food
- Suitable clothing
- Correct manners and courtesy

The students write a small paragraph telling how they would like to celebrate a holiday or birthday in their homes.

The students plan a party for a member of their family and find the cost of materials needed.

The students collect pictures and make booklets, posters, or bulletin board displays showing different kinds of work done by parents of students and other members of the family.

The students collect newspaper and magazine articles on all phases of family living.

Resources

Books:

Baltimore City Schools, Division of Adult Education, U. S. A. Holidays, Baltimore, Maryland

Hatcher, H. M., et al, Adventuring in Home Living, Boston, D. C. Heath and Company

Jenkins, et al, Teenagers, Chicago, Scott, Foresman and Company

Junior Life Adjustment Booklets, You and Your Problems, Chicago, Science Research Associates

Reid, Personality and Etiquette, Boston, D. C. Heath and Company

Films and Filmstrips:

Allegany County Board of Education
- 130 Christmas Through The Ages
- 173 Christmas Customs Near and Far
- 174 Littliest Angel
- 234 Silent Night

Baltimore City School Film Library
- FS 1548 Family at Home

Coronet Instructional Films
- What Makes a Good Party?

Division of Library Extension
- You and Your Family

Enoch Pratt Central Library, Family Life Movies:
- Palmour Street
- Roots of Happiness

McGraw-Hill Book Company
- Family Portrait
- Life with Grandpa
- Perfect Party

Homemaking and Family Living in the Parental Home | Teacher's Notes

II. Growing Up as a Person
  A. Dating and Boy and Girl Friendships
    1. Learning to make friendships through being a good friend
      a. Speaking pleasantly
      b. Being cheerful
      c. Having many interests
      d. Having a friendly attitude toward everyone
    2. Reassuring family in regard to choice of companions and friendships
      a. Bringing friends home and giving the family a chance to know them
      b. Showing responsibility and discrimination in choice of friends
      c. Demonstrating discrimination and independence in determining location and type of entertainment
      d. Explaining plans to parents
    3. Learning why we feel and act as we do
      a. Ways boys and girls differ and agree in attitudes and emotions
      b. Ways boys and girls differ in rate of growth and development

  B. Making the Best of Oneself
    1. Improving characteristics and developing habits that contribute to the following
      a. Socially responsible behavior
      b. Personal appearance
      c. Manners
      d. Standards of conduct and character

Suggested Activities	Resources
The teacher and students make a "Bone of Contention" bulletin board. The students discuss their difficulties in family relationships. Allow the students to decide with which problems they want to help. The students then cut out "bones" of white tagboard. They list one problem on each bone. Leave space on the bulletin board for placing the solution the class members work out for their problems in family relationships. The students demonstrate different inflections of the voice when saying "hello."	Books: Burkett, Let's Be Popular, Chicago, Illinois: Beckley-Cardy Company Gregg and Rush, Homes With Character, Boston, D. C. Heath and Company Bulletins and Pamphlets: Shacter, Getting Along With Others, Chicago, Science Research Associates Ullman, How to Live With Parents, Chicago, Science Research Associates Films and Filmstrips: Coronet Instructional Films Developing Friendships Friendship Begins at Home Fun of Making Friends How Friendly Are You Division of Library Extension You and Your Family You and Your Friends You and Your Parents Young America Films, Inc. The Other Fellow's Feelings
The students make a check list on personal appearance. They score their own sheet. They have group discussions and evaluations on how to improve their personal appearance. The students and teachers do a series of bulletin boards using cartoons, short verses, and attractive pictures illustrating various habits and characteristics of good party behavior, etc.	Books: Allen, Betty, Behave Yourself, Philadelphia, J. B. Lippincott Company Berry, Manners Made Easy, New York, McGraw-Hill Book Company Bailard and Strong, Ways to Improve Your Personality, McGraw-Hill Book Company

Homemaking and Family Living in the Parental Home	Teacher's Notes
2. Grooming a. Caring for own body b. Shampooing c. Making sure clothing is pressed and repaired C. Maturing in Behavior 1. Having good manners in the home 2. Respecting the rights of others in the home 3. Taking an interest in the welfare of others 4. Meeting obligations of young people to home, parents, and other members of the family	

Suggested Activities

The teacher demonstrates correct way of shampooing.

The students collect soap wrappers, shampoo bottles, etc. that are used in personal cleanliness.

The students make posters illustrating how they help at home. They use the posters to motivate class discussions of why the teenager is expected to work at home.

The students use mounted illustrations of a family having fun together. The students write original stories about the family group and what the members are doing in the illustration.

Resources

Books and Pamphlets:

- Goodman, Herman, The Hair--Its Health and Beauty and Growth
- McCallis, 20 New Ways to Set Your Hair
- Shacter, Helen, How Personalities Grow, Bloomington, Illinois: McKnight and McKnight
- Shacter, Jenkins and Bauer, You're Growing Up, Scott, Foresman and Company
- Toilet Goods Association, Grooming, Fragrance, New York, 1958

Films and Filmstrips:

- Allegany County Board of Education
  - 943 Charm and Personality
  - 127 Are Manners Important
  - S 417 Your Skin
  - Grooming For Girls Series:
    - S 504 You and Your Grooming
    - S 505 Your Clothing
    - S 506 Your Face
    - S 507 Your Figure
    - S 508 Your Hair
    - S 509 Your Hands and Feet
  - Teenage Clothing Set:
    - S 530 Grooming
    - S 531 Care of Your Clothes
    - S 532 Right Clothes For You
    - S 533 Color in Your Clothes
    - S 166 Friendship Begins at Home
- Coronet Instructional Films
  - Appreciating Our Parents
  - Fun of Being Thoughtful
  - Social Courtesy
- McGraw-Hill Book Company
  - Public Appearance
  - Care of Your Clothes

Level B (Second Year)

Homemaking and Family Living in the Parental Home

Teacher's Notes

III. Teenage Responsibilities
  A. Taking Care of Our House
    1. General living areas
      a. Washing woodwork
      b. Scrubbing floors
      c. Washing windows
      d. Making shelves
    2. Personal areas
      a. Selecting and hanging pictures
      b. Organizing personal items where necessary
      c. Arranging drawers
    3. Reviewing No. 3 in Level A

  B. Making Things Brighter and More Pleasant
    1. Painting furniture
    2. Adding bright colored pillows

Suggested Activities

The students list family chores. The teacher illustrates and makes labels for bulletin board display.

The students clip magazine pictures which illustrate people doing various household cleaning jobs. They glue on flannel backing. They display each picture on the flannel board. The students identify and describe the proper procedure for doing the job.

The teacher demonstrates ways of hanging pictures alone or in a group.

The teacher illustrates kinds of frames for pictures and assigns students to frame an attractive picture for a bedroom.

The students bring in materials and make pillow covers.

The teacher and students evaluate the material as to color, fabric, etc.

The students use "before" and "after" pictures, showing the value of painting furniture, adding bright colored pillows. They compare results.

Resources

Books:

Channing L. Bete Company, 32 Ideas for Improving Your Home, Greenfield, Massachusetts, 1965

Carlion and Abingdon, Make It Yourself, Cokesbury Press

Newkirk, You Can Make It, New Jersey, Silver Burdett Company

Shea and Wanger, Woodworking for Everybody, Scranton, Pennsylvania: International Textbook Company

Magazines:

The American Home Magazine

Better Homes and Gardens

Films and Filmstrips:

Allegany County Board of Education

S 498 Introduction to Color

S 499 Color in the Girls' Room

S 500 Selecting Furniture

S 501 Arranging Furniture in the Girls' Room

S 502 Fabric in the Girls' Room

S 503 Accessories in the Girls' Room

Homemaking and Family Living in the Parental Home | Teacher's Notes

C. Making the Home Safe
   1. Repairing loose rugs
   2. Having a safe place for items
      a. Rags
      b. Oil cans
      c. Matches
      d. Old papers and boxes

D. Making the Yard Attractive
   1. Removing old cans, scraps, etc.
   2. Putting garbage cans at back

E. Contributing to Family Health
   1. Sanitation - general
      a. Keeping home clean of cluttered articles
      b. Handling food
         (1) Using wax paper and foil paper for storage of food
         (2) Keeping lids on jars
      c. Caring for dishes
         (1) Washing in hot soapy water
         (2) Rinsing in hot water

   2. Sanitation - personal
      (Review Level A)

Suggested Activities

The students make a booklet of stories about safety in the house.

The students make a large scrapbook of newspaper clippings and pictures about accidents in the home.

The teacher demonstrates the cleaning and disinfecting of a garbage can.

The teacher discusses the importance of clean hands when handling food. The students demonstrate the handling of food.

The teacher demonstrates how to correctly use foil and wax paper for the storage of food.

The teacher demonstrates and the students practice how to put a lid on a jar.

The teacher demonstrates how to correctly wash and rinse dishes. The students practice this.

The teacher demonstrates the value of proper refrigeration She uses three pieces of lettuce as follows:

- Places one piece in a closed container in refrigerator
- Places one piece uncovered in refrigerator
- Leaves another uncovered and unrefrigerated

Resources

Books:
  Zim, Herbert S., Things Around The House, New York, William Morrow and Company

Magazines and Pamphlets:
  Better Homes and Gardens
  The American Home Magazine

  United States Department of Agriculture pamphlets

Films and Filmstrips:
  Allegany County Board of Education
    Grooming For Girls Series:
      S 504 You and Your Grooming
      S 505 Your Clothing
      S 506 Your Face
      S 507 Your Figure
      S 508 Your Hair
      S 509 Your Hands and Feet
  McGraw-Hill Book Company
    Grooming for Boys Series:
      Clean as a Whistle
      Fit as a Fiddle
      Time to Attire
      Strictly Business

3. Care of sick person in the home
    a. Being cheerful when someone is sick and do not let the patient know there is extra work
    b. Giving personal care
        (1) Brush and comb hair
        (2) Use powder, makeup
        (3) Use sweet smelling air
    c. Taking care of hands and feet
        (1) Wash in pan, dry, and powder
        (2) Cut nails
4. Emergency telephone numbers to be learned
    a. Doctor
    b. Fire Department
    c. Police
    d. Ambulance
    e. Taxi

IV. Simple First Aid
  A. Fractures or Broken Bones
    1. Broken bone may or may not be through the skin
    2. Pain
    3. Call doctor
    4. Do not remove patient
    5, If bleeding, gently wash area

  B. Strains (injury to muscle or joint)
    1. Stiff and pain
    2, Apply hot water bottle or heating pad
    3. Do not use area for a while

  C. Sprains
    1. Sharp pain and swelling
    2. Apply hot and cold alternately
    3. Call doctor if pain continues

Suggested Activities

The students find the phone numbers in the telephone directory.

The teacher and students make charts using physicians of the group, and they practice reading the names and phone numbers.

The teacher invites the health nurse to visit the room for a series of discussions which may include the following:

- Bandaging
- Articles needed in a home medicine cabinet
- Care of acne
- Care of hair and special hair problems--lice, and dandruff

The teacher divides the class into groups and has them practice bandaging one another. One group pretends to have a strain or sprain, etc. The other group is to try to properly treat the injury.

Resources

Books:

American National Red Cross, First Aid Textbook, New York, Doubleday and Company

American Red Cross, Red Cross Home Nursing, Local Red Cross Office

Boy Scouts of America, Boy Scout Handbook, New Brunswick, New Jersey

Charters, Dean, and Strans, Let's Be Healthy, New York, Macmillan Company

Deming, Dorothy, Home Nursing, Boston, D. C. Heath and Company

Justin and Rust, Home Living, Philadelphia, J. B. Lippincott Company

Kinyon and Hopkins, Junior Home Problems, New York

Films and Filmstrips:

Allegany County Board of Education
- 954 Bathing the Bed Patient
- 955 Beds and Appliances
- 956 Evening Care

Baltimore City School Film Library
- 973 Your Responsibility in First Aid
- 980 First Aid in Common Emergencies
- 997 Dressings and Bandages Used in First Aid
- First Aid in Bleeding and Shock

Young America Films
- Safety in Sports and Recreation

Teacher's Notes

V. Child Study
  A. The Infant
    1. How to heat bottle
    2. How to feed
      a. Bottle or cup
      b. Strained or junior (chopped) foods
      c. Importance of burping
    3. Playthings
      a. Size
      b. Safety
      c. Cleanliness

  B. The Child from Two to Five
    1. Food and feeding
    2. Managing child to include
      a. Getting to bed
      b. Control of Eating
      c. Quarrels
    3. Safety for child
      a. Playthings
      b. Windows
      c. Stairs
      d. Range
    4. Playthings and Games
      a. Games that can be made at home
      b. Games that require no special materials

  C. Review Level A

Suggested Activities

The teacher invites a group of parents to the classroom to discuss with students ways of getting children to cooperate.

The students collect pictures of toys that are safe for children of different ages. They make charts, bulletin board displays, or booklets with the pictures.

The students heat bottles, using water, and test for correct temperature for baby feeding.

Resources

Books:
- Chittendon, Gertrude, Living With Children, New York, Macmillan Company
- Goodspeed, Mason, Child Care and Guidance, Philadelphia, J. B. Lippincott Company
- Smart and Smart, Living and Learning with Children, New York, Houghton Mifflin Company

Films and Filmstrips:
- Allegany County Board of Education
  - Infant Care Series:
    - S 510 Bathing the Baby
    - S 511 Preparing the Formula
    - S 512 Feeding the Baby
    - S 513 Selecting Children's Clothing
    - S 514 Selecting Children's Toys
    - S 515 Teaching Desirable Habits
  - Child Care Series:
    - S 516 Getting Acquainted
    - S 517 Keeping Children Happy
    - S 518 Special Daytime Problems
    - S 519 Keeping Children Safe
- Encyclopaedia Britannica Films
  - Bottle and Cup Feeding
  - Conquest of the Spoon
  - Early Play
- New York University Film Library
  - Understanding Children's Play

Level B (Second Year)

Homemaking and Family Living in the Parental Home

Teacher's Notes

VI. Baby Sitting
  A. Things to Know Before Taking Job
    1. If sitter will be expected to do extra jobs (dishwashing, etc.)
    2. If sitter may bring friend
    3. If there are any pets

  B. Things to Do and Learn Before Parents Leave
    1. Phone numbers
      a. Fire Department
      b. Hospital
      c. Ambulance
      d. Doctor
      e. Taxi
    2. Layout of house - Level A
      a. Where first aid supplies are kept
      b. Know location of telephone

  C. How to Handle Emergencies
    1. First Aid
      a. Do not give medicine without advice of mother or doctor
      b. Review Level A
    2. Fire
      a. Call fire department
      b. Send in alarm

  D. Things to Avoid
    1. Falling asleep
    2. Allowing strangers to enter
    3. Snooping in drawers, closets, rooms
    4. Leaving infant where he can fall
    5. Spanking children
    6. Ignoring children

Suggested Activities

The teacher with students makes a list of important things a baby sitter should know.

The teacher consults a nursery school or first grade teacher about the stories children enjoy.

The students arrange an exhibit of toys to be used with children.

The teacher and students make up a kit with simple stories or games which can be taken on a baby-sitting job.

Resources

Bulletins and Pamphlets:
- Child Study Association, Baby Sitting, Chicago, Illinois
- Heinz Company, Modern Guardian of your Baby's Health, Pittsburgh, Pennsylvania
- Merrill Palmer School, Baby Sitting, Detroit, Michigan

Filmstrips:
- Allegany County Board of Education
  - Child Care Series:
    - S 516 Getting Acquainted
    - S 517 Keeping Children Happy
    - S 519 Keeping Children Safe
- C & P Telephone Kit

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STATUS NEEDS, NUMBER TWO

HOMEMAKING AND FAMILY LIVING IN THE PARENTAL HOME

LEVEL C

Level C (Third Year)

Homemaking and Family Living in the Parental Home

Teacher's Notes

I. Family Membership and What it Involves
  A Recognizing and Appreciating Parents' Concerns and Rules
    1. Review Levels A and B
    2. Ways of showing that we can care for ourselves
    3. Talking plans over with parents

  B. Earning Parents' Respect
    1. Review Levels A and B
    2. Establishing values as guides in deciding what is right or wrong

  C. Helping Things Run Smoothly at Home
    1. Recognizing and helping to avoid family problems
      a. Recognizing that all families have disagreements
      b. Respecting privacy of others
      c. Securing permission before using possessions of others
      d. Returning articles to proper place
    2. Recognizing changing roles of family members
      a. Sharing in spending and earning family money
      b. Taking pride in worthwhile work

Suggested Activities

The students prepare a list of obligations and responsibilities to their home and family. They evaluate each as to how they affect family happiness.

The students list and discuss some courtesies which will promote friendship between family members--respect privacy of family, help by helping himself, learn to share graciously.

The students use role playing to show behavior

1. When parental permission is denied
2. When given a disagreeable task to perform

The teacher encourages the students to talk with their spiritual advisors to discuss what they consider right and wrong.

The teacher introduces and discusses with students the idea of "the golden rule."

The students form a club in which the students do a "good deed" for the day.

The students make individual booklets in which they keep a record of their good deeds. This can be illustrated.

The teacher and students make a chart showing types of discipline used in the home.

1. Slapped
2. Privileges taken away
3. Talking things over and deciding together on ways to make amends

The students tell why and how they have been punished at home by their parents.

The students discuss and role play the following:

1. Borrowing of possessions
2. Opening of each other's mail

Resources

Books:

Junior Life Adjustment Booklets,
You and Your Problems,
Getting Along with Parents,
Chicago, Science Research Associates

Strang, Ruth, The Adolescent Views Himself, New York, McGraw-Hill Book Company

United States Department of Health, Education, and Welfare, The Adolescent in the Family, Washington, Children's Bureau

Films and Filmstrips:

Baltimore City School Film Library

Family Teamwork, Sd 251.2
Earning Money While Going to School, Sd 398.7
Sharing Work at Home
Family at Home, Fs 1548

Level C (Third Year)

Homemaking and Family Living in the Parental Home

Teacher's Notes

3. Sharing family traditions and memories
    a. Planning things that families can do together on holidays
    b. Planning things that families can do together on vacations
4. Learning to be a good host or guest
    a. Helping to make guests feel welcome
        (1) Starting a conversation
        (2) Including guests in activities
    b. Being a good guest
        (1) Entertaining in return
        (2) Contributing to conversation
5. Understanding the financial problems of the family

D. Enjoying Living Together in the Home
1. Reviewing Levels A and B
2. Accepting responsibility and sharing work
    a. Sharing and caring for the bedroom
    b. Planning activities for the family, both at home and away from home
3. Using leisure time

Suggested Activities

The students list on the board some after-school and weekend jobs that can be done by teenagers.

The teacher and students develop and display sentence strips calling attention to simple courtesies. (between family members, respect privacy of family, help by helping himself, learn to share graciously)

Students role play the following:

1. Introduction of friends
2. Manners at meals
3. Accepting a gift
4. Being a host and hostess

The students dramatize being a guest in someone's home.

The teacher and students discuss decorating the home for special occasions.

The students do skits on the discussion of money problems with parents.

The students list and learn more types of games family members can enjoy together.

The teacher and students plan or prepare an outdoor meal for a recreational activity for the family. They report back to class on the success of the project.

A group of students pantomime family activities. The other students guess the activity.

Resources

Books and Pamphlets:

Oklahoma A and M, The Comfortable Bedroom, College of Extension Service, Stillwater, Oklahoma

Shacter, Getting Along With Others, Chicago, Science Research Associates

Ullman, Life With Brother and Sister, Getting Along With Brother and Sister, Helping Brother and Sister Get Along, How to Live with Parents, Chicago, Science Research Associates

Films and Filmstrips:

Coronet Instructional Films
- Family Life
- Fun of Being Thoughtful
- Sharing Work at Home

Division of Library Extension
- You and Your Family
- You and Your Parents
- You and Your Time

Level C (Third Year)

Homemaking and Family Living in the Parental Home	Teacher's Notes
II. Growing Up As A Person A. Dating and Boy and Girl Friendships 1. Reviewing Levels A and B 2. Setting values in dating a. Group dates b. Single dates 3. Choosing desirable activities a. Places to go b. Things to do	

Suggested Activities

The students conduct an informal debate on this topic: "Resolved: That for a teenager, group dating is superior to single dating."

The students prepare a bulletin board showing teenagers enjoying wholesome activities together.

The class sets up standards for teenage code covering these points:

1. What parents have a right to know
2. Choice of dates
3. Places to go
4. Curfew
5. Manners on date
6. Petting
7. Drinking
8. Advisability of double dating or group activities

The students prepare a list of suitable places, locations, and costs for dating purposes.

The students demonstrate making a date over the phone, accepting or declining, or issuing invitation.

The students list reasons for dating; discuss the value of dating many persons.

The teacher invites parents to participate with students in a discussion of dating problems.

The teacher invites a nurse to talk on sex education.

Resources

Books:

Turner, Richard, The Family You Belong To, New York, New York University Press, Follett Publishing Company

Films and Filmstrips:

Allegany County Board of Education
Dating Do's and Don'ts
Baltimore City Film Library
What About Dates
Eye Gate House, Inc.
Boy Meets Girl
McGraw-Hill Book Company
Going Steady

Teacher's Notes

B. Making the Best of Oneself
  1. Improving characteristics and developing habits that contribute to
    a. Voice and speech
    b. Interests
    c. Attitudes
    d. Mannerisms
    e. Emotional control
  2. Grooming
    a. Applying makeup discreetly
    b. Making over own clothing for further use
    c. Setting own hair
    d. Knowing the content of a good wardrobe

C. Maturing in Behavior
  1. Making decisions on the basis of information and experience
  2. Learning to wait for satisfactions that aren't immediate
  3. Planning spending for satisfaction
    a. Conserving in use of family materials to avoid unnecessary purchases
    b. Comparing good and poor buys as to price, fit, quality, etc.

Suggested Activities

The teacher and students make tape recordings of each student's voice to be used for self-evaluation.

The students practice reading aloud short selections and evaluate their voice and mannerisms.

The students make a class chart listing the essential clothing needs for a basic wardrobe.

The teacher and students discuss the necessity of changing daily the clothing worn next to the skin. Use the nurse or physical education teacher as resource persons.

The teacher has the students draw posters illustrating suitable clothing for school wear, for dress-up occasions, and for working.

The students illustrate teenage hair styles, using pictures from current magazines. Cutouts can be used for a bulletin board display or notebook.

The students select a specific sum of money and plan a budget for school clothing, using advertisements and catalogs as source materials. Evaluate each budget.

Each student prepares an order for a special occasion outfit by using newspaper advertisements or mail order catalogs.

The students measure and set up a personal-size chart for his clothing.

The teacher and students discuss dangers of the improper fit of clothing and shoes.

The students dramatize a scene to show the contrast between wise and careless shopping.

The students bring in labels and guarantees to analyze and interpret.

Resources

Books and Pamphlets:

- Bristol-Myers Company, Good Grooming Charts, New York
- Household Finance Company, Your Clothing Dollar
- Jones, Morgan, and Landis, For Healthful Living, Illinois, Laidlaw Brothers
- McIntire and Hill, Working Together, Follett Publishing Company

Films and Filmstrips:

- Allegany County Board of Education
  - Grooming for Girls Series:
    - S 504 You and Your Grooming
    - S 505 Your Clothing
    - S 506 Your Face
    - S 507 Your Figure
    - S 508 Your Hair
    - S 509 Your Hands and Feet
    - S 532 Right Clothes for You

Other References:

- Newspapers
- Mail Order Catalogs
- Magazines

Level C (Third Year)

Homemaking and Family Living in the Parental Home | Teacher's Notes

III. Teenage Responsibilities
  A. Taking Care of Our House
    1. General living areas
      a. Keeping items in definite places
      b. Cleaning and arranging closets and cupboards
      c. Keeping entire house orderly
      d. Disposing of nonessential material
    2. Personal areas
      a. Arranging furniture
      b. Making lamps
      c. Cleaning--beds, mattresses
    3. Review No. 3 in Level A

  B. Making Things Brighter and More Pleasant
    1. Papering or kemtoning walls
    2. Making simple furniture--apple-crate dressers, etc.

Suggested Activities

Each student makes a floor plan of his room to determine if it can be made more convenient by rearranging the furniture.

The teacher invites a parent to discuss with the students the possibility of improving good family living by assuming the responsibility of caring for the bedroom.

Each student makes a plan of the house care needed for his room. The students decide when it will be most convenient to do the work. They try out the schedule.

The students exhibit articles that aid in storage of clothing and other personal possessions.

1. Coat hangers
2. Shoe bags
3. Garment bags
4. Laundry bags
5. Boxes for partitions in drawers

Each student writes a description of his or her room the student would like to have.

The students collect suitable wallpaper , and they paint samples and display.

The students select wallpaper or paint for a student's room. They keep in mind the personality of the individual, size of room, windows, and floor covering.

The students collect samples of floor coverings, curtains, and drapes.

The teacher and students visit a furniture store to observe furniture and accessories for bedroom.

Resources

Books:and pamphlets:

Carlion and Abingdon, Make It Yourself, Cokesbury Press

Channing L. Bete Company, 32 Ideas for Improving Your Home, Greenfield, Massachusetts

Newkirk, You Can Make It, New Jersey, Silver Burdett Company

Pittsburgh Plate and Paint Company, Color Dynamics for the Home

Sherwin-Williams Decorative Studios, Home Decoration and Color Guide, Cleveland, Ohio

U. S. Department of Agriculture, Superintendent of Documents, Home Methods, Washington, D. C.

Magazines:

Better Homes and Gardens

The American Home

Films and Filmstrips:

Allegany County Board of Education

Decorating Series:

- S 498 Introduction to Color
- S 499 Color in the Girl's Room
- S 500 Selecting Furniture for the Girl's Room
- S 501 Arranging Furniture in the Girl's Room
- S 502 Fabrics in the Girl's Room
- S 503 Accessories in the Girl's Room

Curriculum Films, Inc.

Elements of Art

Painting in Your Home

McGraw-Hill Book Company

The Home and Its Furnishings

Young America Films, Inc.

Home Repair Series

C. Making the Home Safe
   1. Repairing broken steps
   2. Repairing defective cords
   3. Repairing a leaking faucet
   4. Repairing a garden hose
   5. Having storage space for garden tools
   6. Storing inflammable liquids

D. Making the Yard Attractive
   1. Planting and caring of flowers, bulbs, and grass
   2. Starting cuttings from
      a. Leaves
      b. Stems (rose, some trees, wax plants, vines)
   3. Using yard ornaments
   4. Caring for tools and equipment and making simple repairs

Suggested Activities

The students make a list of repair items used in homes and where they can be obtained.

The students make lists of safety slogans.

The teacher demonstrates correct and safe way to use simple hand tools. The students practice their use.

The class organizes a homeroom safety council and a school council.

Each student writes to a nursery for a seed and flower catalog.

The students select some flowers, a tree, or a shrub. They make a booklet or chart telling about the care of the items selected.

The students draw a plan for a garden plot, showing color and size of plants used. Different plants are chosen so that there will be continuous bloom.

The students draw patterns of yard ornaments (to be cut out and finished at home or in the shop).

The students make charts or notebooks showing pictures and use, care, and safety of equipment.

The students collect tool and equipment catalogs.

Resources

Other References:

- Local gas company
- Local electric company
- Sweene Paint Company, Cumberland Maryland

Books:

- Basic Science Education Series, The Garden and Its Friends
- Feirer, Industrial Arts Woodworking, Illinois, Charles A. Bennett, Inc.
- Hartley, Paul, How to Beautify Your Home with Color, New York, McGraw-Hill Book Company, Inc.
- Newkirk, General Shop for Everyone, D. C. Heath and Company
- Stack, Seaton, Hyde, Safety in the World Today, Chicago, Beckley-Cardy Company
- Willoughby, General Electrical Work, Peoria, Illinois: Manual Arts Press

E. Contributing to Family Health
  1. Sanitation - general cleanliness
    a. Keeping home clean of waste materials
    b. Handling food
      (1) Caring for refrigerator
      (2) Using tin cans for storage, etc.
    c. Caring for dishes and keeping storage cupboards clean

  2. Sanitation - personal cleanliness
    a. Caring for the body
      (1) Washing every day with soap and water
      (2) Washing entire body
      (3) Brushing teeth--using toothpaste, salt, or baking soda
    b. Caring for hair
      (1) Washing at least once a week, boys more often
      (2) Washing with shampoo or soap
      (3) Using rainwater shampoo
  3. Care of sick person in the home
    a. Being cheerful when someone is sick
      (1) Not complaining over problems
      (2) Keeping bad news until later
    b. Keeping room clean
      (1) Picking up papers, tissues, etc.
      (2) Vacuuming to clean - not dusting near patient
    c. Extending common courtesies
      (1) Being quiet
        (a) Turning down radio, TV, record players, telephone
        (b) Doing housework quietly

Suggested Activities

The teacher and students discuss the importance of cleanliness in the home.

The students collect magazine pictures showing a well-kept home.

The teacher and students discuss how a storage cupboard should look.

The students make booklets showing "before" and "after" pictures showing a well-kept cupboard and an unkept one.

The teacher demonstrates how to clean and care for a refrigerator.

The students wash and set one another's hair.

The students manicure one another's nails.

The students fix a tray for a sick person. They use cutouts.

The students dramatize the care of the sick and how to make them comfortable

Resources

Books:
- Charters, W. W., et al, Let's Be Healthy, New York, The MacMillan Company
- Justin and Rust, Home Living, Philadelphia, J. B. Lippincott Company, Units 4 and 5
- Kinyon and Hopkins, Junior Home Problems, New York, Unit 5

Bulletins and Pamphlets:
- National Safety Council, Safe at Home, Accident Prevention, Check List for Home and Safety, Chicago, Illinois

Films and Filmstrips:
- Allegany County Board of Education
  - F 307 Bathing the Bed Patient
  - F 300 Temperature, Pulse, and Respiration
- McGraw-Hill Book Company
  - Safe at Home
  - Accident Prevention
  - Check List for Home and Safety

Level C (Third Year)

Homemaking and Family Living in the Parental Home	Teacher's Notes
d. Making patient feel comfortable (1) Having attractive food tray (2) Providing reading materials, games, picture books (3) Changing regularly bedding (4) Room ventilation and heating (5) Personal care of patient e. Isolation of patients with communicable diseases 4. Emergency Telephone Numbers to be Learned a. Doctor b. Fire Department c. Police d. Ambulance e. Taxi IV. Simple First Aid A. Review Levels A and B 1. Artifician respiration 2. First aid and recreation area (playground) a. Sprints, etc. b. Bandages c. Ointments, rubdowns d. Medications	

Suggested Activities	Resources
The students use C & P Telephone Kits and the C & P Telephone Directory. 1. Call emergency telephone numbers 2. Give all information necessary 3. Make a personal call 4. Order groceries 5. Make appointments - doctor, dentist, etc.	Other References: C & P Telephone Directory
A safety supervisor from some industry talks to the students on safety. The students list or make posters of articles that help prevent accidents (goggles, hard hats, special gloves, hard-toe shoes, aprons, guards on machines, baseball masks). A policeman, a boy scout leader, a fireman, and a YMCA lifeguard demonstrate artificial respiration. The students join "Y" lifesaving classes. A demonstration of use of splints is made by a coach or a health nurse.	Books: Charters, Strang, Let's be Healthy, Unit III, "Let's Learn to Give First Aid," New York, The Macmillan Company Boy Scouts of America, How to Give First Aid, Chapter XII, New Brunswick, New Jersey Feirer, Industrial Arts Woodworking Safety in Shop, Chicago, Charles A. Bennett Company J. B. Lippincott Company, First Aid and Emergency Treatments Everyone Should Know, Philadelphia, Pennsylvania Justin and Rust, Home Living, Philadelphia, J. B. Lippincott Company Stack, Seaton, and Hyde, Safety in the World Today, Chicago, Beckley-Cardy Company Filmstrips: Baltimore City School Film Library 973 Your Responsibility in First Aid 974 First Aid for Bleeding and Shock

Level C (Third Year)

Homemaking and Family Living in the Parental Home

Teacher's Notes

V. Child Study
  A. The Infant
    1. Review Level A
    2. Review Level B

  B. The Child from Two to Five
    1. Review Level A
    2. Review Level B

  C. The School-age Child
    1. Growth
       (What can be expected of the school-age child?)
    2. Safety
      a. Refrigerators (discarded)
      b. Building construction
      c. Water
      d. Climbing
    3. Discipline
      a. Quarrels
      b. Stubbornness
      c. Jealousy
    4. Playthings and games for this age child

Suggested Activities

The students list stories they remember from childhood.

The teacher and students set up some characteristics of good stories for children. They find value of books and stories in the child's life and set up standards.

The students tell stories to class. The teacher evaluates manner in which told, whether they will hold interest, and their effect on the child.

The teacher and students list the best type of story for the children in various age groups.

The students make a book for children from magazine pictures.

A capable person such as a librarian demonstrates telling stories to children.

The students make a study of play equipment for young children.

The students plan a play area for children.

The teacher uses a collection of "set up" problem situations with students and suggests ways to avoid such problems.

The students make a study of problems that may result when children are upset or disturbed emotionally.

A group of parents discuss with students ways of getting children's cooperation.

Resources

Filmstrips (Continued)

Baltimore City School Film Library
- 980 First Aid in Common Emergencies
- 997 Dressings and Bandages Used in First Aid
- First Aid Procedures

Books:

Chittendon, Gertrude, Living with Children, New York, The Macmillan Company

Goodspeed, Mason and Woods, Child Care and Guidance, Philadelphia, J. B. Lippincott Company

Smart and Smart, Living and Learning with Children, Boston, Houghton Mifflin Company

Films and Filmstrips:

Allegany County Board of Education
- F 137 A thirty-six Weeks Behavior Day
- F 138 A Baby's Day at Twelve Weeks
- F 139 Early Social Behavior
- S 517 Keeping Children Happy
- S 518 Special Daytime Problems

VI. Baby Sitting
- A. Things to Know Before Taking Job
    - 1. Review Levels A and B
    - 2. Learn if a meal is to be prepared
        - a. Type of range
        - b. Food to be prepared
        - c. How to prepare it
        - d. Where it is found
        - e. How it is to be served

- B. Things to Do and Learn Before Parents Leave
    - 1. Phone numbers
        - a. Levels A and B
        - b. Utility company
        - c. Layout of house
            - (1) Heat regulator
            - (2) Fuse box
    - 2. Proper use of telephone
      (Use C & P Telephone Kit)

- C. How to Handle Emergencies
    - 1. First aid
        - a. Serious accidents--do not leave child alone
        - b. Comfort child
        - c. Contact doctor (have someone do this if necessary)
        - d. Call parents
    - 2. Fire--do not leave child alone
        - a. Call fire department
        - b. Smother small fire with rug or coat

Suggested Activities

The students collect pictures of the different types of ranges.

The teacher shows the differences between electric and gas ranges.

The students make charts showing kinds of ranges students have in their homes.

The students plan simple menus to be used if the need arises for them to prepare food.

A mother discusses with the group what she expects of a baby sitter.

The teacher and students make a collection of questions asked by children. They discuss good procedures in answering such questions.

The class writes a letter to the fire department requesting a member to visit the classroom to discuss fire prevention with the students.

Resources

Books:

Hymes, James L., Enjoy Your Child, Ages 1, 2, and 3, Pamphlet No. 141, Washington, D. C., Public Affairs Press

Lowndes, Marion, A Manual for Baby Sitters, Brown and Company

Smart, Mollie Stevens, Babe in a House, New York, Charles Scribner's Sons

United States Children's Bureau, Your Child from 1 to 6, No. 30, Washington, D. C.

Films:

Allegany County Board of Education

S 258 Learning to Understand Children - I

S 259 Learning to Understand Children- II

Other References:

C & P Telephone Directory

C & P Telephone Kit

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SAMPLE RESOURCE UNIT
FOR
HOMEMAKING AND FAMILY LIVING
IN THE PARENTAL HOME
LEVEL A

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THEME FOR THE YEAR: Homemaking and Family Living in the Parental Home

RESOURCE UNIT: Level A(First Year)

PROBLEM II, B-2: Developing appearance and character by making the most of oneself

SUB-PROBLEMS: Grooming

1. What is grooming?
2. How can you be a well-groomed person?
3. What are some of the articles necessary for a well-groomed look?
4. How can you care for your body?
5. How can you care for your hair?
6. Why is the care of clothing so important and how should you care for your clothing?

OVERVIEW:

The purpose of this unit is to make the student aware of himself as a person and of his personal needs and responsibilities if he desires to raise his status as a member of the group.

BASIC UNDERSTANDING:

A student must become aware that certain standards need to be met to make him acceptable as a member of a group and that he alone is responsible for personal cleanliness.

OBJECTIVES:

1. To help the students become reasonably self-reliant in keeping themselves clean
2. To develop better understandings of the importance of cleanliness
3. To practice personal cleanliness daily
4. To become aware of products available and to evaluate their quality and effectiveness
5. To become aware of the aesthetic as well as the health reasons in cleanliness

Level A (First Year)

Sub-Problems	Subject Content
1. What is grooming?	1. Definition of grooming a. Cleanliness of clothing b. Proper shoes and stockings c. Good posture d. Daily bathing and washing e. Wise use of makeup f. Good care of hair g. Good care of teeth h. Good care of hands and nails
2. How can you be a well-groomed person?	1. Take care of your mind by making it neat 2. Take care of your hair, face, hands, feet and cleanliness, shape, and posture of your body 3. Choose clothes, hairdo, and general makeup wisely
3. What are some of the articles necessary for a well-groomed look?	1. Brush and comb 2. Washcloths, towels, and soap 3. Deodorant and talcum powder 4. Well-fitted shoes 5. Handkerchief or tissues
4. How do you care for your body?	1. Baths daily with warm soapy water 2. Use a deodorant and talcum 3. Wash hands when necessity arises and use hand cream 4. Brush the teeth and use a mouthwash
5. How do you care for your hair?	1. Girls wash hair once a week; boys more often 2. Use shampoo or soap 3. Rinse the hair properly 4. Brush and comb hair
6. Why is the care of clothing so important and how do you care for your clothing?	A better personal appearance is the result of the following: 1. Hanging of clothing 2. Cleaning clothes 3. Pressing clothes 4. Mending clothes 5. Being aware when clothes are on backwards 6. Being aware of fit and suitability to person and place 7. Being aware when clothes are torn or soiled

Suggested Activities

The students make and design scrapbooks showing proper wearing apparel for certain occasions.

The students write a short paragraph on a person they think is well groomed.

The students discuss standards of grooming for the room.

The teacher demonstrates shampooing, brushing and setting the hair.

The students manicure one another's nails.

The students bring to class their own clothing needing repairs--sew on buttons, turn up hems, etc.

Resources

Books:

Charters, W. W., et al, Let's Be Healthy, New York, The Macmillan Company, 1947

Jones, Edwina, et al, For Healthful Living, Illinois, Laidlaw Brothers, 1950

Shacter, Helen, et al, You're Growing Up, New Jersey, Scott, Foresman and Company, 1950

Pamphlets:

Toilet Goods Association, Grooming, Fragrance, Treatment, and Makeup, New York

Films and Filmstrips:

Allegany County Board of Education

491	So You Want to Make a Good Impression
S 504	You and Your Grooming
S 505	Your Clothing
S 506	Your Face
S 507	Your Figure
S 508	Your Hair
S 509	Your Hands and Feet
S 532	Right Clothes for You

McGraw-Hill Book Company

Grooming For Boys Series:

- Clean as a Whistle
- Time to Attire
- Strictly Business
- Fit as a Fiddle

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SUPPLEMENTARY RESOURCE MATERIAL

FOR

HOMEMAKING AND FAMILY LIVING

IN THE PARENTAL HOME

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GENERAL REFERENCE BOOKS

Allen, Betty, Behave Yourself, Philadelphia, Pennsylvania, J. B. Lippincott Company

American National Red Cross, First Aid Textbook for Juniors, New York, Doubleday and Company, Inc., 1957

Bailard and Strong, Ways to Improve Personality, New York, McGraw-Hill Book Company

Billett, Roy O., Growing Up, New York, D. C. Heath and Company

Boy Scouts of America, Boy Scout Handbook, New Brunswick, New Jersey, 1959

Burkett, Let's Be Popular, Chicago, Illinois, Beckley-Cardy Company

Calder, Ritchie, Wonderful World of Medicine, New York, Garden City Books, 1958

Carlion and Abingdon, Make It Yourself, Cokesbury Press, 1950

Charters, W. W.; Dean, F. S.; Strans, R. M., Let's Be Healthy, New York, The Macmillan Company, revised 1947

Clark, G., Fun Time Crafts, New York, William R. Scott, Inc., Department of Printing, 1951

Crow and Crow, Learning to Live with Others, Boston, D. C. Heath and Company, 1944

Girl Scouts of America, Girl Scout Handbook, New Brunswick, New Jersey, 1959

Hatcher, H. M., et al, Adventuring in Home Living, Boston, D. C. Heath and Company, 1959

Horwich, Frances R., Miss Frances' Ding Dong School Book, Chicago, Rand McNally and Company

Jenkins, et al, Teenagers, New Jersey, Scott, Foresman and Company, 1954

Jones, E.; Morgan, E.; Landis, P.; For Healthful Living, Illinois, Laidlaw Brothers, 1957

Shacter, Helen; Jenkins, G.; Bauer, W. W., You're Growing Up, New Jersey, Scott, Foresman and Company, 1950

Shacter, Helen, How Personalities Grow, Illinois, McKnight and McKnight Company, 1949

Stack, H. J.; Seaton, D. C.; Hyde, F. S., Safety in the World of Today, Chicago, Illinois, Beckley-Cardy Company, 1948

STUDENT REFERENCE BOOKS

Chapman, Jane, Child's Book of Sewing, New York, Greenberg Publishing Company, 1951

Duffy, Mary, So You are Ready to Cook, Minneapolis, Minnesota; Burgess Publishing Company

Hoffman, Peggy, Sew Easy for the Young Beginner, New York, Dutton and Company, 1956

Hoffman, Peggy, Miss B's First Cook Book, New York, Dutton and Company, 1956

Marshall, U. S., Flower Arranging for Juniors, Boston, Little, Brown and Company, 1954

McCullough, Wava, assisted by Gauronski, Marcella, R. N., Child Care from Birth to Six Years, New York, McGraw-Hill Book Company, Inc.

Miller, M. S., Here's to You, Miss Teen, New York, Holt, Rinehart and Winston, Inc.

New York State Department of Health, Baby Book, Albany, New York

New York State Home Economics Association, Child Care Booklets, Martha Van Rensselaer Hall, Ithaca, New York

Rombauer, Irma, A Cook Book for Boys and Girls, New York, Bobbs-Merrill Company, Inc.

TEACHER REFERENCE BOOKS

American National Red Cross, First Aid Textbook, Garden City, New York, Doubleday and Company, Inc., 1957

American Red Cross, Red Cross Home Nursing Textbook, local Red Cross Office

Brockman, Mary, What is She Like? New York, Charles Scribner's Sons, 1936

Brown, Howard E., Getting Adjusted to Life, Philadelphia, J. B. Lippincott Company, 1955

Chittendon, Gertrude, Living with Children, New York, Macmillan Company, 1944

Cross, M. M., Girls and Their Problems, New York, Ginn and Company, 1931

Crow and Crow, Adolescent Development and Adjustment, New York, McGraw-Hill Book Company, 1956

Cruickshank and Johnson, Education of Exceptional Children and Youth, New Jersey, Prentice-Hall, Inc., 1958

Deming, Dorothy, Home Nursing, Boston, D. C. Heath and Company

Dennis, Living Together in the Family, Washington, D. C., American Home Economics Association, 1946

Dodd, American Homemaking, New York, Charles Scribner's Sons, 1957

Featherstone, W. B., Teaching the Slow Learner, New York, Columbia University Press, 1951

Feirer, Industrial Arts Woodworking, Illinois, Charles A. Bennett Company, Inc., 1955

Finney Company, Finding Your Job (5 volumes), Minneapolis 26, Minnesota

Garton, Malinda Dean, Teaching the Educationally Mentally Retarded--Practical Methods, Springfield, Illinois; Charles C. Thomas, Publisher

Goodspeed, Mason, Child Care and Guidance, Philadelphia, J. B. Lippincott Company, 1948

Gregg & Rush, Homes with Character, Boston, D. C. Heath and Company

Horth, 101 Games to Make and Play, Illinois, Manual Arts Press, 1946

Hunter, Helen L., Reading Methods and Games for Teaching the Retarded Child, New York, Know Publishing, Inc., 1960

Justin and Rust, Home Living, Philadelphia, J. B. Lippincott and Company, 1935

Kephart, N. C., The Slow Learner in the Classroom, Columbus, Ohio; Charles E. Merrill Books

Kinyon, Kate W., and Hopkins, Thomas, Junior Home Problems, New York, B. H. Sandborn and Company, Revised Edition

Lyster, Alba M. and Hudnall, Gladys F., Social Problems for the High School Boy, Texas, Steck-Vaugh Company, 1935

Mackie, R. P.; Williams, H. M.; and Dunn, L. M., Teachers of Children Who are Mentally Retarded, Washington, D. C., U. S. Department of Health, Education, and Welfare, Office of Education, Superintendent of Documents, Government Printing Office, Bulletin 1957, No. 3, 1957

Mafex Associates, Family Living, Family Business, Ebensburg, Pennsylvania, 1963

McIntire and Hill, Working Together, New York, Follett Publishing Company, New York University Press, 1954

McLean, Beth, Good Manners, Peoria, Illinois, Manual Arts Press, 1938

Newkirk, General Shop for Everyone, Boston, D. C. Heath and Company, 1952

Newkirk, You Can Make It, Morristown, New Jersey, Silver Burdett Company, 1943

Patty, Willard W., Teaching Health and Safety in Elementary Schools, Englewood Cliffs, New Jersey, Prentice-Hall, Inc.

Reid, Personality and Etiquette, Boston, D. C. Heath and Company, 1956

Riverside Press, Living and Learning with Children, New York, Houghton Mifflin Company, 1956

Roosevelt and Ferris, Your Teens and Mine, New York, Doubleday and Company, 1961

Smart, Mollie Stevens, Babe in a House, New York, Charles Scribner's Sons, 1950

Smart and Smart, Living and Learning with Children, New York, Houghton Mifflin Company

Spock, Benjamin, Baby and Child Care, New York, Pocket Books, Inc., 1957

Srears, Ruth, Lets Make a Gift, New York, M. Barrows and Company, Inc., Publishers, 1941

Strang, Ruth, The Adolescent Views Himself, New York, McGraw-Hill Book Company

Turner, Richard H., The Family You Belong To, New York, Follett Publishing Company, New York University Press, 1962

Turner, Richard H., The Person You Are, New York, Follett Publishing Company, New York University Press, 1962

Wagner, Hobbycraft for Everybody, New York, Dodd, Mead and Company, Inc., 1954

Willoughby, General Electrical Work, Peoria, Illinois, Manual Arts Press, 1938

Zim, Herbert S., Things Around the House, New York, William Morrow and Company, Inc., Publishers, 1954

PAMPHLETS

Aetna Life Affiliated Company, Booklets on Safety Education, Hartford, Connecticut

Baltimore City Schools, Division of Adult Education, U. S. A. Holidays, Baltimore, Maryland

Bristol-Myers Company, Good Grooming Charts, New York, New York

Channing L. Bete Company, 32 Ideas for Improving your Home, Greenfield, Massachusetts, 1965, cost: 25 cents

Child Study Association, Baby Sitting, 221 South Wabash Avenue, Chicago, Illinois

Federal Security Agency, Children's Bureau, Your Child from One to Six, Washington, D. C.

Gerber Products Company, Baby Sitting, Fremont, Michigan

Goodman, Herman, The Hair--Its Health and Beauty and Growth

Heintz Company, Modern Guardian of Your Baby's Health, Pittsburgh, Pennsylvania

Household Finance Company, Your Clothing Dollar

Hymes, James L., Enjoy Your Child--Ages 1, 2, and 3, Washington, D. C , Public Affairs Press, 1948, No. 141

Lowndes, Marion, A Manual for Baby Sitters, Brown and Company, 1949

McCallis, 20 New Ways to Set your Hair

Merrill Palmer School, Baby Sitting, 71 East Ferry Street, Detroit, Michigan

Metropolitan Life Insurance Company, First Aid Booklets, Safety Booklets, Out of Babyhood into Childhood, Child Safety

National Association of Secondary School Principals, Consumer Education Study, Managing Your Money, Washington, D. C.

National Safety Council, Safety at Home, Accident Prevention, Check List for Home and Safety, Chicago, Illinois, 1949

Office of Information, Department of Agriculture, Removing Stains from Fabric, Home Method, Washington, D. C.

Oklahoma A and M, College of Extension, The Comfortable Bedroom, Stillwater, Oklahoma

Pittsburgh Paint Division, Pittsburgh Plate and Paint Company, Color Dynamics for the Home

Row, Peterson and Company, The Garden and its Friends, Basic Science Education Series, Evanston, Illinois, 1953

Science Research Associates, Junior Life Adjustment, Chicago, Illinois, 1954

Shacter, Getting Along with Others

Sherwin-Williams Decorative Studios, Home Decoration and Color Guide, Cleveland, Ohio

The Economics Press, Inc., Getting Along Pamphlets (10 in a series), Montclair, New Jersey, 1954

1. Think of Others
2. A Pat on the Back--Be Generous with Praise
3. Why Argue?
4. The Magic Words
5. Everybody Makes Mistakes
6. The Reason for Rules
7. Breaking Rules
8. It's All in Your Mind
9. Human Rights
10. Why Criticize

Toilet Goods Association, Lavorata, Sterlip Press, Grooming, Makeup, Treatment, Fragrance, New York, 1958

Ullman, Life with Brother and Sister, Getting Along with Brother and Sister, Helping Brother and Sister, How to Live with Parents, Science Research Associates, Chicago, Illinois

United States Children's Bureau Publishing, Your Child from One to Six, Washington, D. C.

United States Department of Health, Education, and Welfare, Children's Bureau, Infant Care, Washington, D. C., No. 8-1955

United States Department of Agriculture, Lawn Care, Trimming Trees, Flower Growing, Washington, D. C.

United States Department of Agriculture, Superintendent of Documents, Home Methods, Washington, D. C.

MAGAZINES

American Home

Better Homes and Gardens

Boys Life

Co-Ed

Family Circle

Good Housekeeping

Ladies Home Journal

McCall's

Practical Home Economics

Shop Magazine

Sports Afield

Woman's Day

CATALOGS

Burpee Seed

Interstate Nursery

Wayside Gardens

Jackson - Perkins

Spiegel

Sears, Roebuck and Company

Montgomery Ward

DIRECTORY OF SOURCES FOR FILMS AND FILMSTRIPS

Baby Development Clinic, 600 South Michigan Avenue, Chicago 5, Illinois

Church Screen Production, P. O. Box 5036, Nashville 6, Tennessee

Coronet Instructional Films, Inc., Chicago, Illinois

Creative Education, Inc., 340 North Milwaukee Avenue, Libertyville, Illinois

Curriculum Materials Corporation, 1319 Vine Street, Philadelphia 7, Pennsylvania

Dukand Corporation, St. Charles Street, Chicago, Illinois

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois

Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica 35, New York

Filmstrip House, 347 Madison Avenue, New York, New York

Institute of Visual Training, 50 East 49th Street, New York, New York

Pilgrim Press, 14 Beacon Street, Boston 8, Massachusetts

Popular Science Publishing Company, Audio-Visual Division, 353 Fourth Avenue, New York, New York

Rankin Enterprises, P. O. Box 25, Burlington, California

Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago 14, Illinois

The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan

The McGraw-Hill Book Company, Text-Film Department, 330 West 42nd Street, New York 36, New York

Visual Education Consultants, Inc., 2077 Helena Street, Madison 4, Wisconsin

Young America Films, Inc., 18 East 41st Street, New York 17, New York

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FILMS

Allegany County Board of Education

Early Social Behavior:

F-300	Temperature, Pulse, and Respiration
F-307	Bathing the Bed Patient
F-324	First Aid--Control of Bleeding
F-353	Beds and Appliances
F-354	Evening Care
F-376	Dating Do's and Don'ts
943	Charm and Personality
130	Christmas Through the Ages
173	Christmas Customs Near and Far
174	Littlest Angel
F-388	Silent Night

Baltimore City School Film Library

Sd. 398.7	Earning Money While Going to School
	Sharing Work at Home
Sd. 251.2	Family Teamwork
519	Fun in Food

Coronet Instructional Films - Chicago, Illinois

How Friendly Are You
Social Courtesy
Fun of Being Thoughtful
Appreciating our Parents
Getting Along at Home
Developing Friendships
Friendship Begins at Home
Fun of Making Friends
Act Your Age
Growing Up
Everyday Courtesy
Family Life
Sharing Work at Home

Curriculum Films, Inc. - New York

Elements of Art

Encyclopaedia Britannica Films - 1150 Wilmette Avenue Wilmette, Illinois

The Baby's Bath
Bottle and Cup Feeding
Conquest of the Spoon
Early Play

Enoch Pratt Central Library - Baltimore, Maryland

Family Life Movies:

Palmour Street
Roots of Happiness

McGraw-Hill Book Company - Text Film Department, 330 West 42nd Street, New York 36, New York

The Feeling of Rejection
The Home and its Furnishings

Metropolitan Life Insurance Company

Be Your Age--Developing Friendships

New York University Film Library

Understanding Children's Play

Young America Films, Inc. - 18 East 41st Street, New York 17, New York

The Baby Sitter
The Other Fellow's Feelings

FILMSTRIPS

Allegany County Board of Education

Safety Series:
- S-166 Are you Safe at Home?

Your Skin Series:
- S-417 Your Skin

Bench Work Series:
- S-470 Hand Tools

Teach-O Series:
- S-482 Safety
- S-486 Finishing--Part 1
- S-487 Finishing--Part 2

Decorating Series:
- S-498 Introduction to Color
- S-499 Color in the Girl's Room
- S-500 Selecting Furniture for the Girl's Room
- S-501 Arranging Furniture in the Girl's Room
- S-502 Fabrics in the Girl's Room
- S-503 Accessories in the Girl's Room

Grooming for Girls Series:
- S-504 You and Your Grooming
- S-505 Your Clothing
- S-506 Your Face
- S-507 Your Figure
- S-508 Your Hair
- S-509 Your Hands and Feet

Infant Care Series:
- S-510 Bathing the Baby
- S-511 Preparing the Formula
- S-512 Feeding the Baby
- S-513 Selecting Children's Clothing
- S-514 Selecting Children's Toys
- S-515 Teaching Desirable Habits

Child Care Series:
- S-516 Getting Acquainted
- S-517 Keeping Children Happy
- S-518 Special Daytime Problems
- S-519 Keeping Children Safe

Teenage Clothing Series:

S-530 Grooming
S-531 Care of Your Clothes
S-532 Right Clothes for You
S-533 Color in Your Clothes

Making Friends is Easy
Do You Win Arguments and Lose Friends
Manners Mean More Fun

Baltimore City School Film Library

973 Your Responsibility in First Aid
980 First Aid in Common Emergencies
997 Dressings and Bandages Used in First Aid
First Aid Procedures
Are Manners Important
Family at Home
What About Dates

Division of Library Extension - Baltimore, Maryland

You and Your Family
They Grow Up so Fast
You and Your Friends
You and Your Parents
Understanding Myself
You and Your Time

Eye Gate House, Inc. - 146-01 Archer Avenue, Jamaica 35, New York

Character Makes a Difference
Getting Along at Home
Safety in the Home
Take Care of Your Health
Boy Meets Girl

Jam Handy Organization - 2821 East Grand Boulevard, Detroit 11, Michigan

Safe Christmas with the Reeds

McGraw-Hill Book Company - Text Film Department, 330 West 42nd Street, New York, New York

Home Repair Series:
Electric Repairs--Part 1
Electric Repairs--Part 2
Plumbing Repairs

Home Repair Series: (Continued)
- Painting Your Home--Part 1
- Painting Your Home--Part 2
- Repairing Doors and Windows

Guidance Series:
- Getting Along with Brothers and Sisters
- Going Steady

Health and Growth Series:
- Better Safe Than Sorry
- Keeping Clean

Simple Nursing Series:
- Patient's Bed
- Hygiene
- Feeding the Patient

Grooming for Boys Series:
- Clean as a Whistle
- Time to Attire
- Strictly Business
- Fit as a Fiddle

- Family Portrait
- Life with Grandpa
- Perfect Party
- Public Appearance
- Care of Clothes

Society of Visual Education - 1345 West Diversey Parkway, Chicago 14, Illinois

- Safe Home--Safe Living

Visual Education Consultants - 2066 Helena Street, Madison 4, Wisconsin

- Safety Test for You and Your Home

Young America Films - 18 East 41st Street, New York 17, New York

Home Repair Series:
- Electrical Repairs
- Repairing Doors and Windows
- Plumbing Repairs
- Painting in Your Home

- Make Your Home Safe
- Safeguard Our Food
- Safety in Sports and Recreation
- The Baby Sitter

POEMS

Daisy Do

Daisy Do has come to class
And she's a very clever lass.
She'll tell you the quick and easy way
To clean your range day by day.
Wipe up spills just as soon as you can
On burners, in oven, or on broiler pan.
A dry cloth should be used when the range is hot
When cool, warm soapy water will remove every spot.
After washing, just rinse--take a cloth that is dry
And your range will glisten with scarcely a try.
Now if something somewhere should happen to stick
Household ammonia will surely do the trick.
So when it's your turn to cook, be sure that you
Observe all these rules like a Good Daisy Do.

Dora Don't

Dora Don't has dropped in to pay us a visit
And you surely must wonder--good grief--what is it?
As a cook she has habits that no one should copy
Because she is careless and unusually sloppy.
When something spills over, she just lets it stay
Till the range top becomes a dully, dingy grey.
Both oven racks are all speckled and spotted
The big oven bottom is black polka dotted.
The broiler tray she always forgets
Till she wants to use it again, you can bet.
When she finally takes time to clean up her range
She complains and thinks it's terribly strange
That a task such as this must take half a day
And finally she sees that it just doesn't pay.
Now when you are the cook, just promise you won't
Ever let yourself be a sad Dora Don't.

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STATUS NEEDS, NUMBER THREE

COMMUNITY MEMBERSHIP

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INTRODUCTION TO COMMUNITY MEMBERSHIP

Teacher's Guide

While the student is becoming acquainted with the world of work and with responsibilities for homemaking and family living, he is also involved in community living and in finding his individual place therein. As a young adolescent he needs to begin to understand not only what the community does for him; but what, in turn, it can and does expect of him. It is important that he have carefully planned experiences which will help build a bridge from his home and school life to the community life of which he is a part.

The child will build attitudes toward school, teachers, and school personnel. Whether these attitudes are desirable or undesirable depends upon the effectiveness of his orientation to his new environment. Attitudes toward his new environment, once formed, tend to remain, and largely determine whether the child will be able to contain himself comfortably for the duration of his school experiences. This orientation forms the nucleus of his mental health or lack of mental health.

The following are basic principles to help in organizing a sound orientation program for children entering junior high school:

1. The welfare of the community as a whole is dependent upon the welfare of each individual making up the community.
2. In order to have effective group living, community laws and authority are necessary.
3. Individual health must be maintained, and the community must provide agencies to promote it.
4. Recreational facilities must be planned on a community basis in order to reach all of the citizens.
5. The development of the concept of worthwhile community membership will engender a more positive self-image of the child.
6. As the child grows in his concept of community awareness, so his personal awareness grows in civic responsibility, respect for rules and regulations, and appreciation of services rendered by the community.
7. The child is helped to develop a self-reliant attitude toward community services and not reflect an attitude of complete dependence on these agencies.

Content

In selecting the aspects of community living as basic to the understanding of community membership to be included in curriculum of the junior high school student, the experiences and learnings are grouped around the following aspects of the community.

Experience and Learning Areas

The outline is to provide the teacher with brief concise statements to use as a convenient guide. It is intended to be a handy reference to which the teacher may add pertinent data.

No students need be expected to handle all the details of all the areas as suggested--generally speaking, the more able students may be able to handle about two-thirds of the material. Some students may need to continue work on this level in the senior high school.

Basic Content Outline

I. Orientation to the School Community
  A. School Plant
    1. Floor plan
    2. Exits and entrances
  B. School Services and Personnel
    1. Personnel and their jobs
    2. The work done by the personnel
  C. The Child as a Citizen of the School
    1. Organization of the class
    2. Rules for school behavior
    3. Organization of student government
    4. Clubs and extra activities
  D. How the child fits into the school structure
  E. School history

II. Orientation to Surrounding Community
  A. Buildings, factories, etc., in the immediate vicinity of the school
  B. Study of the community as a whole
  C. How our community began
    1. Natural resources which may have been responsible for community growth
    2. How natural resources caused other communities to grow
    3. Geographical conditions which may have caused our community's growth
    4. Geographical conditions which may have caused the growth of other communities
    5. History of particular community

III. Community Growth and Development
  A. Community development
  B. New community projects
  C. Government agencies
  D. Community records

IV. Community Services and Facilities
  A. Services
  B. Facilities
  C. How these agencies are supported
  D. How we may get the best usage of facilities

V. Community Government
    A. Personnel and the jobs of each
    B. Methods of selecting officials
    C. Why we need local government

VI. Child's Responsibility as a Member of the Community
    A. Responsibility as a person
    B. Responsibility as a member of the family
    C. Responsibility as a member of the school community
    D. Responsibility as a member of the community as a whole

Developmental Approach

Since the junior high school program may cover three or four years for each student, since students are at varying developmental levels of readiness in their concept of community membership, and since the expectancy of each student varies, each of the experience and learning areas is organized on three levels as Level A, Level B, and Level C. Some students may not be ready to begin at Level A until the second or third year and may need to continue for a time with learning of the intermediate section.

General Objectives

1. To acquaint the child with the school plant
2. To acquaint the child with the school services and personnel
3. To let the child know what the new school offers him and how he can get the most out of the junior high school
4. To suggest helpful ways of organizing study time and improving methods of studying.
5. To channel the child's growth toward the desirable qualities of good citizenship, loyalty, obedience, cooperation, etc.
6. To inculcate a realization of the child's responsibilities as an emerging citizen of the community
7. To emphasize the child's role as a citizen of the school community

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CITIZENSHIP FOR THE MENTALLY RETARDED CHILD

A mentally retarded person will probably never understand democratic government as an institution. With guidance, however, he will be able to form certain civic concepts, provided that he has enough intelligence to become a partially active member of society.

He can learn how his community is kept clean and what provisions are made for his safety. Although the principle of economics are beyond his conceptual ability, he will recognize that his neighbors are economically interdependent.

The social studies program for the mentally retarded child should acquaint him with the physical aspects of his community; should make him aware of the interdependence of people; and should instill civic pride so that he will, at least, try to keep his community clean; and to abide by the law insofar as he is able to understand the laws and how they apply to him.

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SOME CONSIDERATIONS FOR TEACHERS IN CURRICULUM ADAPTATION

Research has shown that the mentally retarded child, as well as the normal child, learns in the light of his own experiences and his own purpose. In fact, he cannot assimilate knowledge in any other way; therefore, we must modify the subject matter in terms of its usefulness to the child. Keeping in mind the fact that the subject matter will be understood as it relates to the child, the manner in which the material is presented must be related to the child's particular need, and no two children will understand a given fact in the same way.

We are not saying that subject matter is unimportant or that it will not be used. We are not teachers unless we teach something, and children will learn something by their mere presence in a classroom. A fact or bit of subject matter is neither bad nor good in itself; it is good or bad only in relation to the person learning it or the possibility of learning it. We must consider to whom the subject matter is presented, whether or not he has the experience to acquire it, what acquiring this subject matter will do to and for the child, and why it should be learned.

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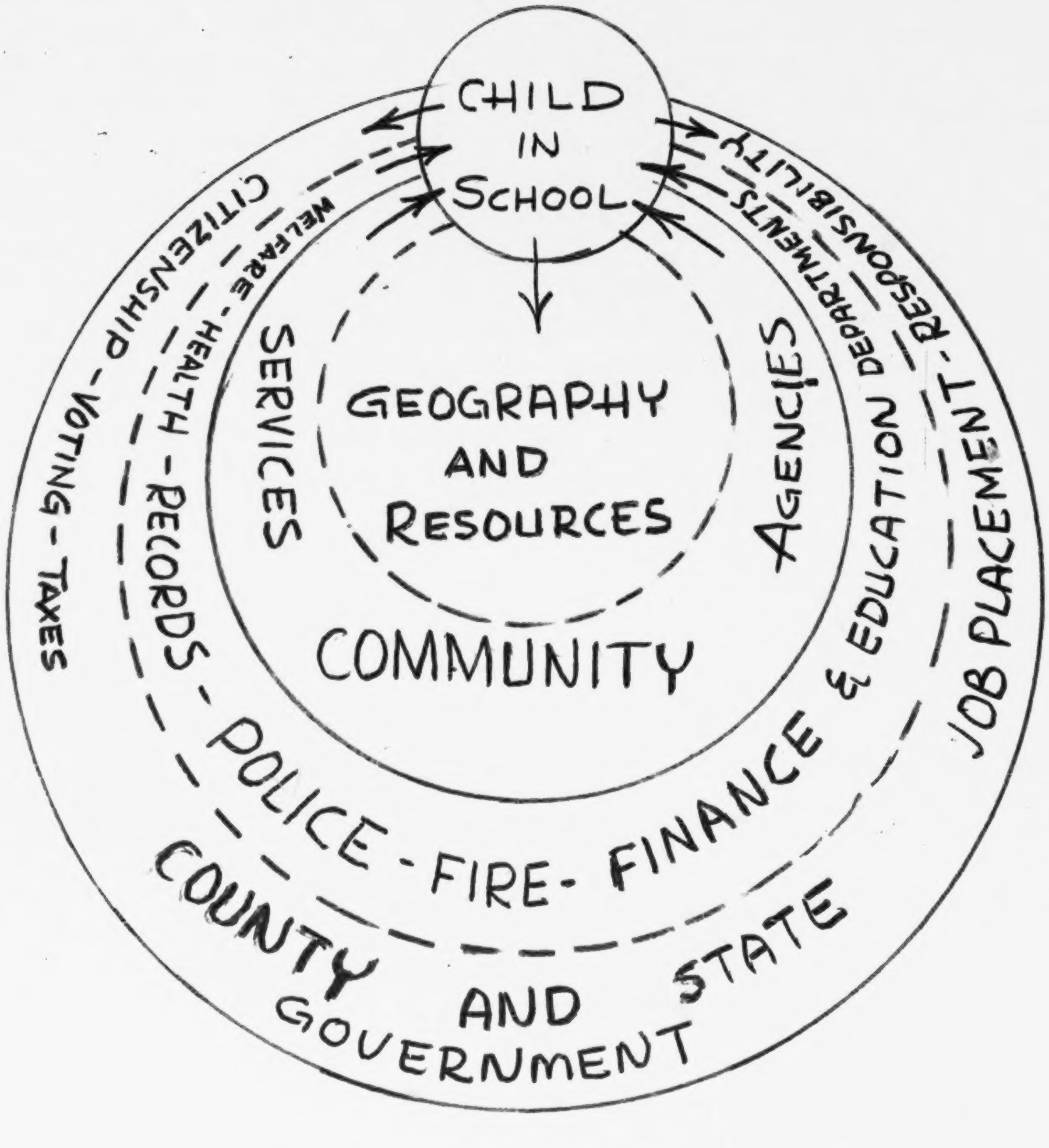
CHILD IN SCHOOL
GEOGRAPHY AND RESOURCES
SERVICES
AGENCIES
COMMUNITY
WELFARE - HEALTH - RECORDS - POLICE - FIRE - FINANCE & EDUCATION DEPARTMENTS
CITIZENSHIP - VOTING - TAXES
RESPONSIBILITY - JOB PLACEMENT
COUNTY AND STATE GOVERNMENT

CHILD learns about SCHOOL
SCHOOL serves the CHILD

CHILD learns about COMMUNITY
COMMUNITY serves the CHILD

CHILD learns about COUNTY
COUNTY serves the CHILD

CHILD learns about STATE
STATE serves the CHILD

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STATUS NEEDS, NUMBER THREE

COMMUNITY MEMBERSHIP

LEVEL A

Level A (First Year)

Community Membership

Teacher's Notes

I. Orientation to the School Community
  A. To Acquaint the Child with the School Plant
    1. Floor plan
      a. Location of homeroom
      b. Location of lavatories
      c. Location of auditorium and gymnasium
      d. Location of athletic field
      e. Location of health rooms
      f. Location of office
      g. Location of library and book rooms
      h. Location of other classrooms
      i. Location of custodial rooms
    2. Exits and entrances

  B. To Acquaint the Child with the School Service and Personnel
    1. Personnel and their jobs
      a. Homeroom teacher and classmates
      b. Neighboring teachers
      c. Principal and secretary
      d. Health personnel
      e. Cafeteria workers
      f. Librarian
      g. Guidance counselor
      h. Custodians
      i. Resource teachers
      j. Bus driver
      k. Other members of faculty
      l. Pupil personnel
      m. Supervisors
    2. The work done by the personnel
      a. Educational
      b. Health service
      c. Custodial service
      d. Cafeteria service
      e. Transportation service

  C. The Child as a Citizen of the School
    1. The class officers and their jobs
      a. Methods of selection
      b. Qualifications of a good officer
      c. Campaign and election

Suggested Activities

The teacher and the students review directions--left, right, beside, up.

The teacher gives each student a floor plan. They discuss and locate the various rooms.

Oral directions to various rooms are stressed by skits and dramatizations.

An actual tour of the building is taken by the students.

The students make maps showing how to find the various rooms.

The teacher lists personnel and discusses their jobs with the students.

The teacher suggests ways in which students can work together with school personnel.

The students make a booklet with stories about each job in school.

The different personnel visit classrooms to give students a first-hand contact with them.

The teacher can use the school handbook to develop some activities which explain the structure of the school government.

The students plan and conduct the actual election of class officers.

Resources

Books:

School Handbooks

Billett, Roy; Leo, J.; Wendell, Growing Up, Boston, D.C. Heath Company, 1951

Brown, Howard E., Getting Adjusted in Life, Philadelphia, J. B. Lippincott Company, 1965

Gregor, Arthur S., Time Out for Youth, New York, The Macmillan Company, 1951

McIntyre, Alta, and Hill, Wilhelmina, Working Together, Chicago, Follett Publishing Company, 1954

Roosevelt, Eleanor, with Ferris Helen, Your Teens and Mine, New York, Doubleday and Company, Inc., 1961

Films and Filmstrips:

Allegany County Board of Education
- F 127 Are Manners Important?
- F 157 Safety on our School Bus

Central Film Library, Towson Maryland
- F 991.28 Developing Friendships
- F 991.32 Mind Your Manners
- F 991.33 School Activities and You
- F 991.34 School Rules: How They Help Us
- FS Manners Mean More Fun
- FS How Can I Understand Other People?
- FS Are You an Interesting Person?

McGraw-Hill Book Company
- FS Getting Along with Others (set of filmstrips with 38 frames)

2. Rules for school behavior
   a. Why rules are necessary
   b. Dress code
      (1) Grooming
      (2) Care of clothing
   c. Traffic regulations
      (1) Outside building
      (2) Inside building
   d. Good manners--social graces
   e. Study habits
   f. Care of materials and equipment
   g. Care of personal belongings
   h. Rules regarding absence and lateness
   i. Detention
   j. Scholastic standards
   k. Attitudes toward teachers and other school personnel
3. Organization of the school as a whole
   a. Student government--why it is needed
   b. Method of selecting officers (campaign and election)
   c. Qualities that make a good student leader
4. Clubs and extra activities
   a. Available clubs (encourage joining only for interest)
   b. Conduct at athletic games, plays, concerts, etc.
   c. Participation in extra-curricular activities
      (1) Teams
      (2) Musical groups
      (3) Dramatic groups
      (4) Newspaper

D. How the Child Fits into the School Structure
   1. Relationship to other students
   2. Relationship to teachers
   3. Group procedures and responsibilities

Suggested Activities	Resources
The students invite the student council president to explain the dress code and rules of the school.	
The necessity of school and homeroom rules is demonstrated by dramatization and role playing.	
The class discusses each school rule from a standpoint of how and why it applies to each student.	
The students list the steps necessary to become familiar with school routines.	
The students write and dramatize a skit showing the attitudes which help them fit into the school community.	
The class discusses with teacher the ways to establish a good student-teacher relationship.	
The students are encouraged to learn to evaluate their own behavior as compared with the standards of behavior set up by handbook, class discussion, etc.	

Community Membership | Teacher's Notes

E. School History
    1. Schools in our country
    2. Schools in our state
    3. Schools in our county
    4. Our school
        a. Date it was built
        b. Early history
        c. Additions to original building

II. Orientation to the Surrounding Community
    A. Buildings, Factories, Industries in the Immediate Vicinity of the School
        1. Buildings in the neighborhood
        2. Purposes of the buildings

    B. Study of the Community as a Whole
        1. Buildings, factories, industries in the community as a whole--buildings there
            a. Schools
            b. Churches
            c. Public buildings
            d. Stores
            e. Factories
            f. Utilities
            g. Hospitals
        2. Purposes of the buildings

    C. How our Community Began
        1. Natural resources which may have been responsible for community growth
        2. How natural resources caused other communities to grow
        3. Geographical conditions which may have caused our community's growth

Suggested Activities	Resources
Each student compiles as much information as possible regarding the school history. The students invite an older teacher or other citizen to tell about the early days of the school. The students collect pictures of early students, teachers, activities. The students prepare a skit showing the early school days. The students discuss differences between their own early days in school and the present days.	
The students take walking trips to the surrounding area to find what buildings are there. The class discusses how buildings are constructed to fit a particular need. The students make booklets illustrating the various buildings and their uses.	Books: Tiegs, Adams and Smith, Your Life as a Citizen, New York, Ginn and Company Board of Education of Baltimore County, Developing Democratic Citizenship, Towson, Maryland, Baltimore County Public Schools, 1957 Bollinger, You and Your World, Social Studies Workbook, Palo Alto, California, Fearon Publishers, Inc. Krug, and Quillen, Citizens Now, Chicago, Scott, Foresman and Company, 1952 Lippold, Donald L., Students See the Community at Work, School Shop, May, 1954, pages 12 to 14 Smith and Bruntz, Your Life as a Citizen, New York, Ginn and Company, 1963
The teacher and students develop a pictorial bulletin board showing early days of community. An older, long-time resident is invited to tell about early days (50 years ago) of the community.	Films and Filmstrips: Allegany County Board of Education F Living in Allegany County F Transportation in Allegany County

4. Geographical conditions which may have caused growth of other communities
5. History of particular community
   - a. Early founders
   - b. Important events in development
   - c. Historical milestones
     - (1) Centennial celebrations
     - (2) Bicentennial celebrations

III. Community Growth and Development
- A. Community Development
  1. Reasons for developing community
  2. What has developed in our community for which the parents have no need
  3. What the early founders of our community had to consider in the beginning
  4. What are the future plans for community development

- B. New Community Projects
  1. Needs of a model community
  2. What is presently being done in our community
  3. The ways the community is able to plan for future needs

- C. Government Agencies
  1. The part the government plays in community planning
     - a. Federal
     - b. State
     - c. Local
  2. Proper use of government aid in community planning

Suggested Activities

The students seek help of local library to prepare a notebook depicting early events in the community.

The teacher helps students prepare skits of early historical events.

The students collect and display historical items.

The teacher and the students develop an assembly program as a culminating activity which will present what children have learned about the history of their community.

People in the community who are interested in community improvement are invited to talk to the class.

The teacher plans a project with the class in which the students can help the school as a part of the community.

The class discusses the importance of neighborhood cooperation and the responsibilities one has as a good citizen.

The class prepares skits to show how neighbors can live together harmoniously.

The students make a map of the community and locate the various developments.

The class has an "open end" discussion about the qualities of a good neighbor.

The class makes posters showing the various phases of community development.

The students find reasons for developing a community.

The class discusses developments in our community for which our parents had no need.

The students try to learn of some future plans of the community.

The class discusses the proper use of government aid in community planning.

Resources

Allegany County Board of Education
- F 88 Our Community
- F 90 Rules and Laws

Central Film Library, Towson, Maryland
- F 957 Are You a Good Citizen?
- F 973 A United States Community and its Citizens

Books:
- Cumberland Chamber of Commerce, Community Economic Inventory, Cumberland, Maryland, 1961
- Department of Economic Development, Living and Working in Maryland, State Office Building, Annapolis, Maryland
- Department of Information, Industrial Maryland, Annapolis, Maryland, 1955
- Maryland State Department, The Counties of Maryland and Baltimore City--Their Original Growth and Development, 1634-1963

Films and Filmstrips:

Allegany County Board of Education
- FS Living in Allegany County

Central Film Library, Towson, Maryland
- F 957 Are You a Good Citizen?
- F 973 A United States Community and its Citizens

D. Community Records
  1. Records kept by the county
    a. Birth records
    b. Death records
    c. Property owners
    d. Health records
    e. Census
    f. Voter registration
    g. Marriage records
    h. Social Security and retirement, etc.
  2. Reasons for keeping each type of record

IV. Community Services and Facilities
A. Services
  1. Health
  2. Welfare
  3. School board
  4. Water and lights
  5. Streets and roads
  6. Garbage and sewage disposal
  7. Fire
  8. Police
  9. Recreation

B. Facilities
  1. Parks
  2. Playgrounds
  3. Swimming pools
  4. Community centers
  5. Privately-owned theaters
  6. Churches

C. How These Agencies are Supported
  1. United Gift Fund
  2. Government appropriations
  3. Tax appropriations, etc.

D. How May We Get the Best Usage of Facilities
  1. Rules for usage
  2. Care of equipment, etc.
  3. Sharing

Suggested Activities	Resources
The students find out what records are kept by the county. The class discusses the reasons for keeping records.	
People from the community are invited to discuss their various jobs with the class. The students collect pictures and write stories of community service personnel. The students make a list of the public facilities available in the area. The students collect newspaper articles which illustrate the services provided. The students make a bulletin board of the articles, arranging them in categories. The class has an "open end" question period about "What is the most worthwhile service the community provides?" The teacher and the students evaluate the results. The teacher plans field trips to selected facilities in the community. The class compiles a list of rules to follow in using public facilities.	Books and Pamphlets: Allegany County Commissioners, Community Government in Action, Cumberland, Maryland Board of Natural Resources, Maryland at a Glance, Annapolis, Maryland, 1957 Department of Economic Development, Living and Working in Maryland, Annapolis, Maryland Department of Forests and Parks, Be My Guest (Free) Where to Go and What to Do (Free) Department of Health, Public Health Services State Department of Welfare, Public Assistance in Maryland, Medical Assistance in Maryland Local Welfare Department, State Department of Welfare (Materials of this type can be obtained by writing the various departments of the state government) Films and Filmstrips: Governor's Committee to Keep Maryland Beautiful, 8 Mulberry Street, Baltimore, Maryland Keep Maryland Beautiful

V. Community Government
  A. Personnel and Job of Each
    1. Mayor
       (Chief administrative officer)
    2. Councilmen or commissioners
      a. Finance
      b. Water and lights
      c. Streets and public property
      d. Police and fire protection
    3. City clerk
    4. City treasurer
    5. City attorney
    6. City engineer

  B. Method of Selecting Officials
    1. Election
    2. Appointment
      a. Civil service
      b. Political patronage

  C. Why We Need Local Government

Suggested Activities

The students hold a mock election within the class.

The students list the qualities of a good public official.

Town officials are invited to talk to the class about their duties.

During municipal elections, the students follow the election progress and make a bulletin board showing the candidates and tabulations of results.

The community newspaper is used for a reading lesson to learn what is being done to solve local problems.

Resources

Books:

City Charter--with reference to the section on elections

Rowen and Friedman, Local Government in Maryland, Bureau of Governmental Research, University of Maryland, 1955

Speer, Robert K., Backgrounds of American Living, New York, Johnson Publishing Company, 1947

Underhill, Ruth M., First Came the Family, New York, William Morrow and Company, Inc., 1958

Wolf, Louis, Let's Go to the City Hall, New York, G. P. Putnam and Sons, Inc., 1958

Films and Filmstrips:

Central Film Library, Towson, Maryland

F 957 Are You a Good Citizen?

F 973 A United States Community and Its Citizens

Teacher's Notes

VI. Child's Responsibility as a Member of the Community
  A. Responsibility as a Person
    1. Self-realization and self-evaluation
    2. Come to terms with one's self by living with one's limitations and strengths
    3. Relationship with one's family and consideration of other people
    4. Relationship with individuals outside the family
       (Broadening sphere if interliving depends upon an understanding of one's self and one's place in the home before one can become a worthwhile member of a larger group)

  B. Responsibility as a Member of the Family
    1. Independent qualities to be developed must be decided
    2. Interdependence with other members of the family

  C. Responsibility as a Member of the School
    1. Realization of each person's role in the broader community living as shown at school
    2. Developing a healthy attitude toward the limitations as well as the advantages of group living

  D. Responsibility as a Member of the Community
    1. Carrying over of attitudes built in family and school
    2. Understanding and accepting laws governing behavior, safety, use of public facilities, etc.
    3. Summarizing the qualities necessary for becoming a good citizen

Suggested Activities

The group discusses their family origins.

The students make their "family tree."

The students make a listing of special holidays or celebrations indigenous to certain groups.

The students discuss the importance of neighborhood cooperation and the responsibilities of a citizen.

The students list the responsibilities of each student in caring for school supplies and equipment.

The class prepares skits to show how neighbors can live together harmoniously.

The class is taken on an inspection tour of the community, and students evaluate the activity in terms of facilities available, safety factors, etc.

Resources

Books:

Crow, Alice, and Crow, Lester, Learning to Live with Others, Boston, D. C. Heath Company, 1944

Moore, et al, Building our America, New York, Charles Scribner's Sons, 1951

Other Aids:

Newspapers of the area

Films and Filmstrips:

Central Film Library, Towson, Maryland

- F 973 A United States Community and its Citizens
- F 990.21 Major Religions of the World
- FS Are You an Interesting Person?
- FS How Can I Understand Other People?
- FS Getting Along with Yourself
- FS Getting Along with Brothers and Sisters
- FS Getting Along at Home
- FS Understanding Myself

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STATUS NEEDS, NUMBER THREE

COMMUNITY MEMBERSHIP

LEVEL B

Community Membership | Teacher's Notes

I. Orientation to School Community
  A. To Acquaint the Children with the School Plant
    1. Review floor plan (Level A)
    2. Discuss any new additions to the building or changes in room utilization

  B. To Acquaint the Children with School Services and Personnel
    1. Review Level A
    2. Introducing of new faculty members
    3. Review work of other personnel and introduce any new people
    4. Introduce new class members

  C. The Child as a Citizen of the School
    1. Review Level A
    2. Class officers and their duties
      a. Election of new officers
      b. Duties of elected officers
    3. Review of established school rules and the need for them
    4. Organization of school as a whole with emphasis on any change in school government
    5. Review of established clubs
      a. Information about new clubs
      b. Discuss motivation for joining any club

II. Orientation to the Surrounding Community
  A. Buildings, Factories, Industries in the Immediate Vicinity of the School
    1. What uses these buildings have
      a. For the community
      b. Outside the community
    2. Problems of transportation arising with the utilization of these buildings
    3. Types of employment within the buildings
    4. What kinds of jobs the people have

Suggested Activities	Resources
Reinforce skills from Level A	See Level A
The group discusses the changes in physical structure.	
The students compare use of floor space in school with another building in the community.	
The students draw a floor plan of school from memory.	
The teacher introduces mechanics of measurement--room, balls, etc. (how many feet, yards, etc)	
The students make a booklet explaining the purpose of each club.	
The club members give summary of club's purpose.	
The students compare the school rules with school rules they had in elementary school.	
The class gives suggestions for updating handbook.	
Poster making for extra activities is encouraged in the school.	
The class uses library to find out about historical events to be used in telling of the history of the area.	
The students collect items of historical interest for display.	
The teacher and the class arrange an assembly program which will tell the history of the (our) community.	
The students make a booklet illustrating the various job opportunities in the area.	

Level B (Second Year)

Community Membership | Teacher's Notes

- B. Study of the Community as a Whole
  - 1. Review the list of buildings from Level A
  - 2. Discuss the use of each building from the standpoint of construction plans
    - a. How does the construction of the school building differ from a warehouse?
    - b. How does the construction of the school building differ from a grocery store?
  - 3. Discuss types of work to be found in the different buildings

- C. How Our Community Began
  - 1. Discuss the beginnings of community living
  - 2. Discuss the reasons for man's wanting to live in groups
  - 3. Apply reasons from No. 2 above to the forming of our community

- D. History of the Community
  - 1. Compare and contrast early days of the community with now
  - 2. Discuss any additions or changes which have occurred during our remembrance

III. Community Growth and Development

- A. Review Level A

- B. Expanding Community Concept to County Level
  - 1. Functions that are performed on the county level
    - a. Preserving law and order
    - b. Issuing permits and licenses
    - c. Welfare and relief agencies
    - d. Planning and zoning
    - e. Road maintenance
  - 2. How these functions have changed from early days
  - 3. Functions that are necessary now that there was no need for fifty years ago

Suggested Activities	Resources
	See Level A
The students list the services provided by the community and county, and they show how levels work together.	
The students find out what services (other than government sponsored) are in the area. 1. Service clubs (Lions, Rotary, etc.) 2. Salvation Army 3. YMCA, etc.	
The members of the planning and zoning commission are invited to tell the class about their jobs.	
Interested persons from civic and service organizations are invited to discuss civic responsibilities.	
The students formulate their own list of qualities of a good citizen.	
The students make a series of posters showing good citizenship situations.	

- C. New Community Projects
  - 1. Bring up to date on recent local development
    - a. Services
    - b. Agencies
    - c. Facilities
  - 2. Bring up to date on recent county development
    - a. Services
    - b. Agencies
    - c. Facilities

- IV. Community Services and Facilities
  - A. Services
    - 1. Local and county responsibilities
    - 2. What services should people accept from the various agencies and reasons
    - 3. How the money for these agencies is raised
      - a. Special taxing areas
      - b. Regular tax sources
      - c. Government appropriations

  - B. Facilities
    - 1. How the need arose for the development of the facilities
      - a. Constitution Park
      - b. Playgrounds
      - c. Stadiums, etc.
    - 2. How to get the best usage of these facilities
      - a. Rules for usage
      - b. Care of equipment
      - c. Cooperative use of equipment
      - d. Rules against littering, etc.

- V. Community Government
  - A. Review local government (Level A)

  - B. Identify county officials

Suggested Activities	Resources
	See Level A
	Books: Elting, Mary, We Are the Government, New York, Doubleday and Company, Inc., 1957 Wolf, Let's Go to City Hall, New York, G. P. Putnam's Sons, 1955
The class uses road maps to mark location of existing or proposed facilities.	
The class prepares job inventories for maintenance work at parks, etc.	
The students make posters showing how a road is constructed.	
The students list things individuals can do to assist in upkeep of public facilities.	
The students walk around school neighborhood to make an inventory of things that can be done by students for upkeep of the grounds.	

Teacher's Notes

C. How These Officials are Selected
   1. What qualifications should they have?
   2. Review electioneering and voting procedures

Suggested Activities	Resources
The students formulate a check list for desirable qualities necessary for good citizenship.	See Level A
The students learn songs and dances of different ethnic groups.	
The students discuss the contributions made by outstanding members of other races.	
The students and teacher introduce foods that are characteristic of other races.	
The class assesses the property in the neighborhood, and they discuss ways it may be improved.	
The students become aware of the standards for a well-kept neighborhood and how they can help maintain such standards.	

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STATUS NEEDS, NUMBER THREE

COMMUNITY MEMBERSHIP

LEVEL C

Level C (Third Year)

Community Membership

Teacher's Notes

I. Orientation to School Community
    A. Review Level A

    B. To Acquaint the Children with the School Plant

II. Orientation to the Surrounding Community
    A. Buildings, Factories, Industries within the Immediate Vicinity
        1. Source of raw materials
        2. Methods of transporting raw materials to place of consumption (bakery, yeast, sugar, flour, etc.)
        3. Manufacturing process
        4. Ultimate destination of the produce--where do the products go?

    B. Study of the Community as a Whole
        1. Review community buildings from levels A and B
        2. Review structure plan (Level B).
        3. Personnel of public buildings
        4. What can be done in these places--what can you do?
            a. Messenger
            b. Stock boy
            c. Custodian and helper, etc.
        5. Qualifications needed for securing a position in these areas

    C. How our Community Began
        1. Trace steps in the building and growth of a community
            a. Indians
            b. Early settlers
            c. Grandmother's time
        2. Our community today

Suggested Activities	Resources
The students dress dolls and draw pictures of community helpers. (Dolls may be sold at a bazaar) The students play game "I Am" (describe activity). They guess where the speaker works such as hospital, factory, etc. Each student can make a report on a phase of work found in the community.	Books: Green, Clara, I Want to be a Librarian, I Want to be a Storekeeper, I Want to be a Doctor, I Want to be a Nurse, Chicago, Children's Press, Inc., 1960
The students read stories of early explorers. The students give oral reports on pictures found in old history books. The students make a time line showing which of their ancestors might have been living at the time of explorations.	

Community Membership

Teacher's Notes

III. Community Growth and Development
  A. State Development
    1. Beginning of our state
      a. Exploration
      b. Settlement
    2. Growth of state caused by
      a. Agriculture
      b. Industry
    3. Need for government

  B. New State Projects
    1. What is being done in our state for its improvement
    2. How our state aids our county and community
      a. State roads
      b. State police
      c. State education
      d. State welfare aid
      e. State parks
    3. How state roads have made our state smaller

  C. How the State Government is Affected by the Federal Government

  D. State Records (Level A)
    1. Records kept by the state
    2. How state records are different from county records
    3. How county and state records are similar
    4. How state and federal records are similar

Suggested Activities	Resources
The students make models of the ark and the dove.	Books: Kessman, Beta, My Maryland, Baltimore, Maryland Historical Society, 1955 Speer, Robert K., Background of American Living, New York, Johnson Publishing Company, 1947 Underhill, Ruth M., First Came the Family, New York, William Morrow and Company, 1958 Wiese, Kurt, Maryland, Chicago, Albert Whitman and Company, 1955
The students study about the Baltimore Oriole.	
The students make a pioneer village.	
The students study the state flag and the black-eyed susan.	
The students collect pictures of changes in roads--road construction (Route 40).	
The class discusses other places where class members have lived--roads traveled and cities visited.	
The students learn some members of the State Department of Education.	
The students visit the State Police barracks, learn about the operations there, etc.	
The class secures State maps showing state parks, recreation areas, conservation projects such as game refuges and experimental farms.	
The students research one agency by writing to the agency or department for materials.	
The class makes bulletin board displays of material collected which show services rendered by the state government.	
The students make a chart showing county, state, and federal government agencies and their relationships.	See Level A

Teacher's Notes

IV. How Our State is Supported
  A. Taxes
    1. Where taxes come from
    2. How they are distributed
    3. How they are used

  B. Government Funds

  C. Investment of State Money

V. Officials of our State Government
  A. Elected Officials
    1. Governor
    2. Comptroller
    3. Attorney General
    4. State senators (one to each county)
    5. House of Delegates (based on population)
    6. Circuit court judges (three)

  B. Appointed Officials
    1. State Treasurer
    2. Secretary of State
    3. Members of Maryland boards and agencies
      a. Commissioner of Motor Vehicles
      b. State Board of Health
      c. State Board of Education
      d. Department of Militia
      e. State Roads Commision
    4. Trial Magistrates
    5. Board of Education

  C. How State Officials are Elected
    1. Qualifications
    2. Primary elections
    3. General elections

Suggested Activities

The teacher and the class construct a circle graph to show the sources of the State's dollar for the current year.

A circle graph to show how much Maryland spent on major areas of service during the last two years is made.

1. Health, welfare, correctional institutions
2. Schools and colleges
3. State highways
4. Motor fuel tax distribution to local governments
5. Motor fuel tax refunds
6. All others

The students make a chart listing the services they and their family receive from the State in return for taxes. They formulate research, discuss and summarize problem--"The major items in the expense of the State government."

The students make a list of the county representatives in the State government and the people who hold the offices.

The students list the State officials who work in the county.

The students invite one of these officials to talk to the class.

A committee interviews: state forester, state trooper, member of National Guard, state roads commission supervisor, health nurse, county doctor, trial magistrate, sheriff, or other state official.

The students prepare a "Who's Who" on chief state officials.

The students plan a "Get Out The Vote" campaign for a primary election (be sure materials for campaign bring out the importance of the primary election).

The students conduct an election in the manner of a state election (election year).

The students discuss why voting in the primary election is an opportunity for a more "direct choice" of candidates.

Resources

Books:

Bard, Maryland Today
Krug and Quillen, Citizens Now, Chicago, Scott, Foresman and Company, 1952
Tiegs, Adams, and Smith, Your Life as a Citizen, New York, Ginn and Company

Pamphlets:

Maryland's State Government

Other Aids:

Outline of Maryland State Government

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SUGGESTED LIST OF VOCABULARY WORDS AND TERMS

The children should become familiar with these words and be able to use them in conversation--those who can should be able to recognize them when they read.

Absence
Access
Activity
Annual
Appoint
Appointment
Assembly
Assistant
Attorney
Audit
Auditorium
Balance
Benefit
Borrow
Branch
Budget
Bylaws
Cafeteria
Citizen
City
Committee
Conservation
Community
Constitution
County
Court
Custodian
Delegate
Department
Detention
Discussion
Dismissal
Education
Election
Entrance
Equipment
Exchange
Excuse
Executive
Exit
Experience
Federal
File
Finance
Fire Extinguisher
Furniture
Government
Governor
Guidance
Homeroom
Janitor
Judge
Judicial
Jury
Lavatory
Law
Legislature
Library
License
Loan
Manager
Material
Natural Resources
Office
Official
Opportunity
Planning and Zoning
Police
Politics
Polls
Practice
Prepare
Principal
Probation
Protect
Recreation
Referendum
Regulator
Represent
Schedule
Service
Staff
State
Station
Supervisor
Taxation
Teacher
Traffic
Utility
Welfare

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SUGGESTIONS FOR DEVELOPING A UNIT

STATUS NEEDS, NUMBER THREE--COMMUNITY MEMBERSHIP

LEVEL A--FIRST YEAR

ORIENTATION TO THE SCHOOL COMMUNITY:

To acquaint the child with the school plant.

OVERVIEW:

Before children can do their best work, they must be freed from the fears and frustrations which are to be found in all new situations. The mentally retarded child, coming into a new school environment for the first time, can be so overwhelmed with the "newness" of the whole situation that he is unable to cope with any academic tasks. It often seems that even the comparatively simple task of finding his own room is difficult for the mentally retarded child, and the job of finding the office, cafeteria, lavatory, etc. is bewildering. Because of his retardation, he requires more time to orient and place himself in the new environment.

We have emphasized orienting to the school plant because we recognize the child's need to feel secure and at home in his new school situation. This need must be fulfilled before the child can begin to assimilate academic material.

OBJECTIVES:

1. To help the children know where they are and the purposes of their new environment
2. To become familiar with the school layout
3. To learn the various services performed by the school
4. To learn to cooperate with school personnel for the best advantage to the child

ACTIVITIES:

Approach

1. Provide each child with a school handbook
2. The children study the floor plan. They discuss the location of their homeroom, first with relation to the entrance of the school
3. If necessary, the children must be personally taken to the various rooms to be sure that they know location
4. Following a definite pattern, familiarize the children with each room they will use as the need arises
5. Reinforce learnings by actually sending child to definite room
6. Create situations where children must give directions to a definite destination

Informational

1. Reading teachers' names on doors
2. Numbering system used
3. Arithmetic concepts of length and width (halls)
4. Discussing of behavior in building

Expressional

1. Compile a list of school rules
2. Have children fill in identification of rooms on a blank floor plan
3. Children make a directional map to various rooms
4. Dramatizing good and bad behavior in halls

Evaluation

1. The children will be able to show how they have absorbed this information by their behavior in the use of the new building

Culminating Activity

1. The material covered in this unit must be continuous rather than having a definite end.
2. From becoming familiar with the floor plan of the school, the children should find greater ease in orienting themselves in the larger area of the community

INSTRUCTIONAL MATERIAL:

See Guide

AFTERVIEW:

1. Have the children gained in understandings?
2. Have the children developed more wholesome attitudes?
3. Are the children able to use their skills more effectively?
4. Have the children been able to handle situations with more ease both within and outside of school?
5. Are the children better able to function as self-directing, responsible citizens?

RESOURCE MATERIAL FOR COMMUNITY MEMBERSHIP

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FILMS AND FILMSTRIPS

Allegany County Board of Education, Cumberland, Maryland

F 137 Are Manners Important?
F 157 Safety on our School Bus
FS Living in Allegany County
F Transportation in Allegany County
F 88 Our Community
F 90 Rules and Laws

Central Film Library, Baltimore Public Schools, Towson, Maryland

F 957 Are You a Good Citizen?
F 973 A United States Community and Its Citizens
F 990.21 Major Religions of the World
F 991.28 Developing Friendships
F 991.32 Mind Your Manners
F 991.33 School Activities and You
F 991.34 School Rules; How They Help Us
FS How Can I Understand Other People?
FS Manners Mean More Fun
FS Are You An Interesting Person
FS Getting Along with Yourself
FS Getting Along with Brothers and Sisters
FS Getting Along at Home
FS Understanding Myself

Governor's Committee to Keep Maryland Beautiful, Baltimore, Maryland

F Keep Maryland Beautiful

McGraw-Hill Book Company, New York, New York

FS Getting Along with Others (38 frames)

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SAMPLE SCHEDULES

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SUGGESTED STUDENT SCHEDULE FOR SPECIAL EDUCATION CLASSES

Pennsylvania Avenue Schedule For Boys - Group I

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00 to 9:10	Opening Exercises -- Attendance and Lunch Count --				
2	9:10 to 9:50	Language Skills		Music	Language Skills	
3	9:50 to 10:45	Reading			Reading	
4	10:45 to 11:30	Shop	Shop	Shop	Shop	Shop
5	11:30 to 12:10	Shop	Health, Safety, and Physical Education	Shop	Health, Safety, and Physical Education	Shop
6	12:10 to 1:10	Lunch - - - - Supervised - - - - Play - - - - Period - - - -				
7	1:10 to 2:15	- - Arithmetic - - - -			- Science - - - -	
8	2:15 to 3:10	- - - - Social Studies - - - -				
9						
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SUGGESTED STUDENT SCHEDULE FOR SPECIAL EDUCATION CLASSES

Pennsylvania Avenue Schedule for Boys - Shop II

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00 to 9:10	Opening Exercises - - - - - - - -		- Lunch Count - -	- - - - - - - - - -	- Attendance
2	9:10 to 9:50	Shop	Shop	Music	Shop	Shop
3	9:50 to 10:45		Health, Safety, and Physical Education	Shop	Health, Safety, and Physical Education	
4	10:45 to 11:30	Reading Activities - - - - - - - -		- - - - - - - - -	- - - - - - - - - -	- - - - - - - - -
5	11:30 to 12:10	Language Arts -	- - - Spelling -	- - - Writing - -	- - Literature	
6	12:10 to 1:10	Lunch and Play Period (Supervised)		- - - - - - - - -	- - - - - - - - - -	- - - - - - - - -
7	1:10 to 2:00	Music - - -	- - - - - - - - - -	- - - - - - - - - -	- - - - - - - - - -	- - - - - - - -
8	2:00 to 2:55	Social Skills - - - Development of Unit Work - - -				Arts & Crafts
9	2:55 to 3:00	Dismissal Preparation - - - - - -		- - - - - - - - - -	- - - - - - - - - -	- - - - - - - - -
10						

SUGGESTED STUDENT SCHEDULE FOR SPECIAL EDUCATION CLASSES

Pennsylvania Avenue Schedule For Boys - Group III

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00 to 9:10	Opening Exercises - - - - Attendance and Lunch Count			- - - - - - - - -	- - - - - - - - -
2	9:10 to 9:50	Arithmetic Activities - - - - - - -		- - - - - - - - -	- - - - - - - - -	- - - - - - - - -
3	9:50 to 10:45	Social Skills - - - Development of Unit Work - - - -			- - - - - - - - -	- - - - - - - - -
4	10:45 to 11:30	Reading Activities - - - - - - - -		- - - - - - - - -	- - - - - - - - -	- - - - - - - - -
5	11:30 to 12:10	Language Arts - - - - Spelling and Writing - - - -			- - - - - - - - -	- - - - - - - - -
6	12:10 to 1:10	Lunch - - - - Supervised	- - - - - - - - - - - - - - - - - -	- - - - - - - - - Play - - - -	- - - - - - - - - - - - - - - - - -	- - - - - - - - - - - - Period
7	1:10 to 2:15	Shop Student Work Periods	Shop	Shop	Shop	Shop
8	2:15 to 3:00	Physical Education	Health and Safety	Physical Education	Health and Safety	Physical Education
9						
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SUGGESTED STUDENT SCHEDULE FOR SPECIAL EDUCATION CLASSES

Pennsylvania Avenue Schedule For Girls – Shop IV

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00 to 9:10	Opening Exercises	- - - - - - - -	Lunch Count - -	- - - - - - - - -	Attendance
2	9:10 to 9:50	Homemaking - -	- - - - - - - - -	Music -	- - - - - - - - -	Homemaking
3	9:50 to 10:45	Development of Unit in Social Skills	- - - - - - - - -	- - - - - - - - -	- - - - - - - - -	- - - - - - - - -
4	10:45 to 11:30	Reading Activities	- - - - - - - -	- - - - - - - - -	- - - - - - - - -	- - - - - - - - -
5	11:30 to 12:10	Language Arts - Student School Work Periods	- - - - - - - - - - - -	- - - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - -
6	12:10 to 1:10	Lunch - - - - Supervised - -	- - - - - - - - - - - - - - - - - - -	- - - - - - - - - Play - - - -	- - - - - - - - - - - - - - - - - -	- - - - - - - - - - Period
7	1:10 to 2:20	Music	Literature Arts and Crafts	Literature Arts and Crafts	Physical Education	Literature Arts and Crafts
8	2:20 to 2:55	Arithmetic Activities	- - - - - -	- - - - - - - - -	- - - - - - - - -	- - - - - - - - -
9	3:00	Dismissal - - -	- - - - - - - - -	- - - - - - - - -	- - - - - - - - -	- - - - - - - - -
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SUGGESTED STUDENT SCHEDULE FOR SPECIAL EDUCATION CLASSES

Seventh Grade Special Education

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00 to 9:55	Reading	Reading	Reading	Reading	Reading
2	9:55 to 10:50	Industrial Arts Home Economics	Industrial Arts Home Economics	Industrial Arts Home Economics	Art	Art
3	10:50 to 11:45	Physical Education	Music	Music	Physical Education	Physical Education
4	11:45 to 12:20	Lunch - - -- -	- - - - - - - - -	- - - - - - - - -	- - - - - - - - -	- - - - - - - -
5	12:20 to 1:15	Special Subjects Under Special Education Teacher - - - -			- - - - - - - - -	- - - - - - - - -
6	1:15 to 2:10	Special Education Under Special Education Teacher - - - -			- - - - - - - - -	- - - - - - - - -
7	2:10 to Dismissal	Special Education Under Special Education Teacher - - - -			- - - - - - - - -	- - - - - - - - -
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SUGGESTED STUDENT SCHEDULE FOR SPECIAL EDUCATION CLASSES

Eighth Grade Special Education

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:00 to 9:55	Special Subjects Under Special Education Teacher - - -	- - -	- - -	- - - - - - - - -	- - - - - - - - -
2	9:55 to 10:50	Special Education Under Special Education Teacher - - -	- - -	- - -	- - - - - - - - -	- - - - - - - - -
3	10:50 to 11:45	Special Education Under Special Education Teacher - - -	- - -	- - -	- - - - - - - - -	- - - - - - - - -
4	11:45 to 12:20	Lunch - - - - -	- - - - - - - - -	- - - - - - - - -	- - - - - - - - -	- - - - - - - - -
5	12:20 to 1:15	Physical Education	Physical Education	Physical Education	Art	Art
6	1:15 to 2:10	Reading	Reading	Reading	Reading	Reading
7	2:10 to Dismissal	Music	Music	Industrial Arts Home Economics	Industrial Arts Home Economics	Industrial Arts Home Economics
8						
9						
10						

ARITHMETIC Skills

ALLEGANY COUNTY PUBLIC SCHOOLS

A TENTATIVE GUIDE FOR A SPECIAL EDUCATION PROGRAM

JUNIOR HIGH SCHOOL LEVEL

ARITHMETIC SKILLS

Prepared Under The Direction

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This guide has been adapted for experimentation. The outline and the following titles: Arithmetic Skills for Living and Learning, Language Skills For Living and Learning, and Social Skills For Living and Learning, were taken from Miss Margaret A. Neuber's A Guide For Teachers of Children With Retarded Mental Development, 1962

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INTRODUCTION

ARITHMETIC NEEDS

The minimum everyday demands of arithmetic in adult life are relatively few, but important. Many of them involve the use of money and of making change. The chief problems relate to table or household expenses and are concerned with such items as groceries, fruit, meat, milk, clothing, drygoods, house furnishings; fuel, electric light, gas; rent or taxes. Which of several items would it be better to buy? How can the household budget be managed? These are questions that face everyone almost daily. Other problems involve the figuring of wage rates per hour, week, or month, and the use of time schedules and common weights and measures. Whatever number situations arise in the life of the child or in the life of his family, could be considered good content in arithmetic provided the child's mental level is high enough to enable him to cope with them.

The essentials of number development is first in classroom activities. It should have understanding and meaning of the concepts and should have meaning to produce the following:

- Addition and subtraction of two-digit numbers
- Addition and subtraction of dollars and cents
- Understanding multiplication as a short form of addition
- Understanding division as a short form of subtraction
- Simple fractions and mixed numbers, concretely applied (e.g. 1/2, 1/4, 1-1/2, 1-1/4, 1) common to measuring of pounds or yards
- Common weights and measures
- Clock and calendar facts
- Timetables and schedules (railroad, bus, airport)

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JUNIOR HIGH WORKSHOP

Chronological Age 13 - 16

Summary - May, 1965

Personal Data, May, 1965				Achievement Scores						Totals
Name	C. A.	I.Q.	M.A.	R.C.	R.V.	A.C.	A.R.	Spg.	Gr. I	E.A.
Ruth	14	66	9-2	3.9	4.4	3.7	3.0	3.1	3.4	8.8
Katherine	14	55	7-7	2.0	1.6	3.4	2.8	2.1	2.5	7.4
Donald	14	71	9-9	4.8	3.6	3.8	3.5	2.7	3.8	9.1
Sam	14	67	9-3	4.1	4.0	3.6	3.5	2.6	3.6	8.11
Peggy	14	78	10-9	4.6	4.1	4.4	4.2	3.8	4.2	9.6
George	15	72	10-8	4.7	4.3	4.5	4.0	3.5	4.2	9.7
Gertrude	15	73	10-9	5.6	5.8	5.5	6.0	6.4	5.9	11.5
William	14	66	9-2	2.7	3.3	3.5	2.7	2.6	2.9	8.2
Jack	16-0	59	9-4	4.1	3.8	3.4	3.0	3.3	3.5	8.9
Laura	14-0	54	7-5	2.6	2.9	2.5	1.5	2.5	2.4	7.7
Dick	16	72	11-5	5.4	5.1	4.4	4.2	5.4	4.8	10.2
Jim	15	55	8-2	1.8	1.8	2.9	1.8	2.3	2.4	7.6
Roger	14	62	8-6	3.0	3.4	4.2	2.8	3.7	3.1	8.3
Gilbert	15	75	11-2	4.0	4.1	4.4	4.4	3.2	4.0	9.4
Margaret	16	75	12-0	4.3	5.4	4.4	4.2	4.1	4.5	9.11
Sarah	14	70	9-1	3.0	2.4	4.2	2.8	3.7	3.1	8.3
Tony	15	70	10-5	5.4	5.1	4.4	4.2	5.4	4.8	10.2
Robert	15	65	9-7	2.7	3.3	3.5	2.7	2.6	2.9	8.2
Harold	13	65	8-5	1.4		3.2	1.9	1.3	1.9	7.0
John P.	13	62	8-0	1.0		2.4	1.6	2.0	1.7	7.0

X

Legend

Personal Data - May, 1965

C. A. - Chronological Age
I. Q. - Intelligence Quotient (Binet of 1963 to 1965)
M.A. - Mental Age - May, 1965

Achievement Test Data - May, 1965

R. C. - Reading Comprehension
R. V. - Reading Vocabulary
A. C. - Arithmetic Computation
A. R. - Arithmetic Reasoning
Spg. - Spelling

Totals Gr. L - Grade Level
E. A. - Educational Age

Page 1 - Class Study Chart
Margaret A. Neuber

Suggestions for Grouping Sample Class for Arithmetic

Group I	Arithmetic Computation	Arithmetic Reasoning	Mental Age
Gertrude	5.5	6.0	10-9
George	4.5	4.0	10-8
Peggy	4.4	4.2	10-9
Dick	4.4	4.2	11-5
Gilbert	4.4	4.4	11-2
Margaret	4.4	4.2	12-0
Tony	4.4	4.2	10-5

Group II	Arithmetic Computation	Arithmetic Reasoning	Mental Age
Roger	4.2	2.8	8-6
Sarah	4.2	2.8	9-1
Donald	3.8	3.5	9-9
Ruth	3.7	3.0	9-2
Sam	3.6	3.5	9-3
William	3.5	2.7	9-2
Robert	3.5	2.7	9-7
Katherine	3.4	2.8	7-7
Jack	3.4	3.0	9-4

Group III	Arithmetic Computation	Arithmetic Reasoning	Mental Age
Harold	3.2	1.9	8-5
Jim	2.9	1.8	8-2
Laura	2.5	1.5	7-5
John	2.4	1.6	8-0

SKILL SEQUENCES IN ARITHMETIC

MENTAL AGE 7 TO 8

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FUNCTIONAL ARITHMETIC CONCEPTS AND SKILLS

Mental Age 7 to 8

Present findings of research, although limited, suggest that it would appear safe to make these statements about arithmetic ability of educable mentally retarded students:

- Children have had less meaningful experience with arithmetic vocabulary.
- Abstract problems present greater difficulty than concrete ones.
- Problems to be solved must be within the child's realm of experience.
- The educable mentally retarded child reflects a greater ease in problem solving when the problems are directly related to him.
- Children are less aware of neatness and accuracy of the solution of the problem.
- The children are less able to sift out unrelated and unnecessary facts in the stated problem.
- These children have little or no concept of sequence or time.

With these principles in mind and considering the developmental sequence of acquired arithmetic skills, we offer this suggested outline of curriculum for children with a mental age of seven to eight.

OBJECTIVES

- To review basic skills and concepts previously learned
- To apply the basic skills to a functional situation
- To introduce problems relating to job training
- To make the student familiar with the monetary system and give him practice in the handling and use of money
- To increase the student's facility in problems involving weights and measurement (liquid, linear, etc.)
- To increase the student's understanding of the measurement of time
- To develop the use of a functional vocabulary of arithmetic terms

INTRODUCTION TO

SKILL SEQUENCES IN ARITHMETIC

Mental Age 7 to 8

Teacher's Guide

Children with a mental age of 7 to 8 in our special classes may be chronologically 9 to 16 and may be found in the upper primary, intermediate, and junior high school groups. Again, let it be emphasized that in using the mental age concept we are simply attempting to begin with the understanding that this child's ability to handle academic learnings cannot be considered in terms of the expectancies for his chronological age. We recognize that mental age as now computed, is not a fully adequate measure, and has been found on instruments which need further study and research. It applies more to the child's approach to abstract learnings than to the total of his potentialities.

Getting Ready to Use "Skill Sequences in Arithmetic"

A. Grouping for Learning

1. Mental Maturity

Since success is basic to learning and achievement, success is usually better insured for the mentally retarded when in small groups, all of whom are progressing at about the same level of development. Regrouping is essential. A class may represent a narrow chronological age range; but, generally, the children are at various stages of development. Although she cannot conclude her grouping on the basis of the mental age, it is a good beginning for the teacher to consult her records and to list her children according to levels of mental maturity or according to the mental age. To keep the mental age accurate, it should be found each year by using the intelligence quotient as a percent of the chronological age. Children's growth records should be carefully watched; and if a child is consistently achieving well beyond the early predictions, he should be recommend for retesting and the latest test results used.

2. Developmental Level

Although the initial step of grouping has been taken, a common mental age will not insure a common readiness or achievement level. An up-to-date achievement record needs to be consulted or standardized tests given. A group beginning at a comparatively equal level of achievement may still have some variation in interest and readiness, but the experience of having not only individual success and of being a participant in group success does much to weld the group together. No group need remain static. With success and a sense of "learning," some children may show unexpected progress while others, who already were at their learning peak, may need the security which comes from prolonged achievement at each learning level. Therefore, some children may need to progress less rapidly and may need to be changed from the original grouping.

3. The Child Himself

Among the children in our special classes with a mental age of 7 to 8, we may find children chronologically ranging from 9 to 14 years of age. These children live in a world which expects 9 year olds to be able to conduct themselves easily in everyday situations and to make effective judgments. Fourteen year olds are expected to be independent in their school activities, able to care for their own personal needs, to take part in school social activities, and to enter community groups. Outwardly, these same things are expected of our educable mentally retarded of mental age 7 to 8. In presenting arithmetic experiences, the teacher needs to identify simple learnings with more mature situations. For example, the 14 year old--mentally 7--who is just making the transition from concrete to abstract addition, his addition may deal with a grocery order and his subtraction with budgeting. While keeping all single combinations under 10, to preserve his ego this child needs to handle numbers of 3 and 4 figures including dollars and cents but which in no way involve carrying or borrowing. The child's ability, his achievement level, his interests, and his pride are involved and must be considered in creating an atmosphere for learning.

B. The Skill Sequences

The concepts and skills to be developed in this section extend the child's understanding and its application in the areas dealing with the following:

Vocabulary
Number System
Grouping
Fractions
Measurement
Money Concepts
Problem Solving

The concepts and skill sequences suggested for development in this section tend to broaden and extend the concepts already learned through practical application while the increase in skill difficulty is kept at a minimum. For example, in the area of money concepts, emphasis is placed on the actual uses of money rather than on the handling of larger amounts. Here much concrete work needs to be continued and a broad basis of functional and life situations used in preference to a rapid advancement of meaningless and memorized skills. Not all children in this group will attain the suggested skills during 1-1/2 to 2 years of their growth at mental age 7 to 8. Some will only attain 2/3 of the understanding and some will not be in control of all the ideas at the end of their school experience.

SKILL SEQUENCES IN ARITHMETIC

MENTAL AGE 7 TO 8

LEVEL A

Mental Age 7 to 8 - Level A

Skill Areas | **Teacher's Notes**

I. Vocabulary
  A. Concepts of Amount
    1. Same as
    2. Several - few
    3. Couple
    4. Less than - more than
    5. Dozen - half-dozen
    6. Full - empty

  B. Concepts of Measurement
    1. Height
    2. Width - length
    3. Foot
    4. Yard - inch
    5. Distance
    6. Size
    7. Shape
    8. Temperature

  C. Concepts of Time
    1. Fast - slow
    2. Before - after
    3. First - last
    4. Time

  D. Concepts of Money
    1. Expensive - cheap
    2. Allowance
    3. Fare
    4. Cost
    5. Expense
    6. Sales receipts

II. Commercial Terms
  A. Concept of Postal Terms
    1. Stamp
    2. Special delivery
    3. Air mail
    4. Money order

  B. Concept of Merchandising Terms
    1. Cash
    2. Discount
    3. Credit - charge

Suggested Activities	Resources
	Books: Shapp, Martha and Charles, What's Light and What's Heavy, New York, Franklin Watts, Inc., 1961
The students use specific classroom situations to observe and fill a need for the various concepts. 1. Who is (shortest) (tallest) in the group? 2. Who is the taller, John or Joe?	
The students take a field trip to the post office to buy stamps and to mail a letter which they have written.	

Mental Age 7 to 8 – Level A

Skill Areas | **Teacher's Notes**

III. Number System

A. Recognition of symbols as related to objects up to 100

B. Ability to read number symbols up to 100

C. Ability to write the symbols through 100

D. Ability to add and subtract with objects

E. Ability to count by 5's through 100

F. Ability to count by 10's through 100

G. Concept of ordinal numbers

H. Ability to use ordinal numbers through tenth

I. Ability to use ordinal numbers with calendar

J. Ability to add and subtract without objects

K. Mastery of arithmetic combinations and their reverses

Addition combinations and reverses:

2	2	1	3	4	3	3	5	4	4	5	6	4	7
2	1	1	1	1	2	3	1	2	4	5	1	3	1

5	8	6	5	9	7	6	8	5	7	6
2	1	2	3	1	2	3	2	4	3	4

Subtraction combinations:

4	3	3	2	4	4	5	5	5	5	6	6	6	6
2	2	1	1	3	1	4	1	3	2	3	5	1	4

6	7	10	7	7	7	7	7	8	8	7	7	9	9
2	4	5	6	1	4	3	4	1	7	5	2	8	1

8	8	8	8	10	10	10	9	9	9	9	10	10
6	2	5	3	8	1	3	7	2	6	3	9	2

10	10
6	4

Suggested Activities	Resources
The students use the hundred board to count by 5's, by 10's, etc. The students use the counting frame to count by 5's and by 10's.	Books: Bendick, Jeanne, How Much and How Many, New York, Whittlesey House, 1961 Fehr, Howard, If You Can Count to 10, New York, Holt, Rinehart and Winston, Inc., 1964 Frant, Eldon, Twenty White Horses, New York, Holt, Rinehart, and Winston, Inc., 1964 Lauber, Patricia, The Story of Numbers, New York, Random House, Inc., 1961 Smith, David, Number Stories of Long Ago, Washington, D. C., National Council of Teachers, 1962
The students discuss the use of the calendar--first of the month, middle, last, etc.; numbers of weeks, etc.	Other References: Calendars

Skill Areas	Teacher's Notes

L. Ability to add 2-place numbers not to exceed 99

M. Ability to write 2-place numbers in a column from dictation

N. Ability to subtract a 2-place number from a 2-place number with minuend not to exceed 99

IV. Grouping

A. Ability to group six objects into two groups of three each; into three groups of two each

B. Ability to group ten objects into two groups of five each; five groups of two each

C. Ability to group nine objects into three groups of three each

D. Ability to group ten objects into one group of ten; two groups of ten; three groups of ten; etc., through ten groups of ten

E. Ability to group twelve objects into four groups of three each; three groups of four each

V. Fractions

A. Understanding the meaning of 1/2 of a single object

B. Understanding the meaning of 1/2 of a group of multiples of two up to twelve

C. Understanding the meaning of 1/4 of a single object

D. Understanding the meaning of 1/4 of a group of multiples of four up to twelve

Suggested Activities

In game periods, the students divide themselves into equal groups. In committee projects they can also divide into equal groups.

The teacher must create situations where the students need to share a whole object which can be divided evenly or when only a half-quantity is needed.

The teacher uses fraction pies to show relationship of halves and fourths in a whole.

Resources

Books:

Federico, Helen, Golden Book of Numbers, New York, Golden Press, Inc., 1963

Wright, H. R., Four Threes Are Twelve, New York, Holt, Rinehart, and Winston, Inc., 1964

Mental Age 7 to 8 - Level A

Skill Areas | Teacher's Notes

- VI. Measurement
  - A. Time and Seasons
    - 1. Concept of 24 hours in a day
    - 2. Concept of A. M.
    - 3. Concept of P. M.
    - 4. Concept of noon
    - 5. Concept of this morning
    - 6. Concept of tomorrow
    - 7. Concept of yesterday
    - 8. Concept of a week
    - 9. Concept of a school week
    - 10. Concept of seven days
    - 11. Concept of a month
    - 12. Concept of a year
      - a. Spring
      - b. Summer
      - c. Fall
      - d. Winter
    - 13. Ability to tell this month, last month, next month
    - 14. Ability to tell and write birth date-- January 5, 1964, and 1/5/64
    - 15. Ability to use the clock to tell time
  - B. Linear Measurement
    - 1. Concept of use of ruler, yardstick, etc.-- inches, feet, yards
    - 2. Concept of six inches
    - 3. Ability to use the ruler, yardstick, etc.
    - 4. Concept of mile, tenth of mile (speedometer of car)
  - C. Liquid and Volume
    - 1. Concept of quart and pint
    - 2. Concept of two quarts
    - 3. Concept of amount
      - a. More than
      - b. Less than
      - c. Same as
      - d. Several
  - D. Grouping
    - 1. Concept of a dozen
    - 2. Concept of half-dozen

Suggested Activities

The students measure their own height in feet and inches.

The students measure anything which will lend itself to practice in linear measurement.

The students use measurements accurately in a cooking project.

The teacher helps the students to discover for themselves, through the use of different types of quart and pint containers, that there are two pints in a quart, etc.

The students list various articles which are bought in measured quantities--dozens, pounds, quarts, etc.

Resources

Books:

Epstein, Sam and Beryl, First Book of Measurement, New York, Golden Press, Inc., 1960

Leaf, Munro, Arithmetic Can Be Fun, Philadelphia, J. B. Lippincott Company, 1949

Mental Age 7 to 8 - Level A

Skill Areas	Teacher's Notes
E. Weight (Concept of pound as related to child's weight)	
F. Temperature 1. Understanding freezing--zero--32 degrees 2. Understanding the thermometer 3. Understanding fahrenheit--centigrade (concept of two types of thermometers)	
VII. Money A. Understanding money value through $1 B. Understanding the relationship of 100 pennies to $1 C. Ability to write money symbols--¢ and $ D. Realization of the equal value of different arrangements of coins	
VIII. Problem Solving A. Ability to solve simple verbal problems which are related to their own experiences B. Ability to solve simple written problems with one process	

Suggested Activities	Resources
The students weigh themselves and use comparative terms (heavy, heavier, heaviest, light, etc.) in discussing them.	
The students keep a daily record of temperature and check with forecasts.	
The students make a list of cleaning materials, stationery supplies, school supplies, etc., and they have the actual experience of buying articles.	Other References: Newspapers Catalogs
The students find how much it will cost to buy refreshments for a school party, etc., and how many dollars they will need to pay for it, how much change is left, etc.	Books: Bendick, Jeanne, *Take A Number*, New York, Whittlesey House, 1961

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RESOURCE MATERIAL FOR
SKILL SEQUENCES IN ARITHMETIC
LEVEL A

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CHILDREN'S BIBLIOGRAPHY

Bendick, Jeanne, How Much and How Many, New York, Whittlesey House, 1960

Bendick, Jeanne, Take A Number, New York, Whittlesey House, 1961

Epstein, Sam and Beryl, First Book of Measurement, New York, Golden Press, Inc., 1960

Federico, Helen, Golden Book of Numbers, New York, Golden Press, Inc., 1963

Fehr, Howard, If You Can Count to 10, New York, Holt, Rinehart and Winston, Inc., 1964

Frant, Eldon, Twenty White Horses, New York, Holt, Rinehart and Winston, Inc., 1964

Leaf, Munro, Arithmetic Can Be Fun, Philadelphia, J. B. Lippincott Company, 1949

Lauber, Patricia, The Story of Numbers, New York, Random House, Inc., 1961

Shapp, Martha and Charles, What's Light and What's Heavy, New York, Franklin Watts, Inc., 1961

Smith, David, Number Stories of Long Ago, Washington, D. C., National Council of Teachers, 1962

Wright, H. R., Four Threes Are 12, New York, Holt, Rinehart and Winston, Inc., 1964

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SKILL SEQUENCES IN ARITHMETIC

MENTAL AGE 8 TO 9

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TEACHER'S GUIDE

SKILL SEQUENCES IN ARITHMETIC

Mental Age 8 to 9

Children with a mental age of 8 to 9 in special classes may be chronologically 10 to 18 and may be members of the intermediate, junior high, or senior high school group. With increase in chronological age and with greater physical stature, it becomes extremely important that the teacher realize that the academic achievement expectancies of these children are not to be based on chronological age.

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GETTING READY TO USE

"SKILL SEQUENCES IN ARITHMETIC"

A. Grouping for Learning

1. Mental Maturity

Out of a group of eighteen or twenty children at the junior high school level, a teacher may find seven with a mental age of eight. Out of a group of eighteen at the intermediate level, a teacher may find three with a mental age of eight. While this knowledge will help her to realize the child's academic achievement does not keep pace with his chronological age, she must also realize that his mental age is not necessarily an accurate predictor of his achievement level.

2. Developmental Level

To refine her understanding of the level of development in arithmetic concepts and skills of her group, the teacher must take the next step--consult up-to-date arithmetic achievement test records or give new standardized achievement tests. The results of these will be given in terms of the attainment of children who do not have mental retardation. Therefore, the teacher must be cognizant of the fact that her children may not be achieving what their mental age indicates. This may mean that of the seven of the junior high school group mentioned above at mental age eight only three have shown on the achievement test that they are ready to do the work expected at mental age eight. For these children, she will use this section of the Arithmetic Skills but for the other four who are achieving at the mental age seven level, she will need to select her learnings from the mental age seven level.

3. The Child Himself

Within the group of children between the chronological ages of about eleven to thirteen may be found children passing through some very difficult physical and emotional changes. Added to this is the impact of mental retardation and the more apparent limitations of generally expected academic achievement. Such a child is beginning to see for himself that there are academics he cannot handle and simple learnings which he still has not attained. For the teacher to give him the next arithmetic steps for which he is not ready would only increase his self-disrespect. For this group, it is most important that learnings, no matter how simple, be presented with an adult purpose. At times it may help the seventeen year old who still needs help in understanding elementary addition and subtraction to let him handle these learnings by making game cards and other learning devices for a regular primary class in the elementary schools of his town. Thus he gets the drill he needs, but the purpose is adult. This helps protect his self-respect.

B. Skill Sequences

Concepts and skills suggested for development in this section deal with the following:

- Vocabulary
- Number system
- Grouping
- Fractions
- Problem solving
- Measurement
- Money concepts
- Tables and graphs
- Geometric forms

For many of the children in the special classes, the skills and concepts of this section may be the top level of their attainment in formal arithmetic. Some children may reach control of only about 2/3 of the skills; this point may not be until graduation. It is most important in presenting the ideas of this section that they are understood thoroughly in the concrete and that transition to the abstract be postponed until the child can express the idea in abstract symbols with ease.

In order to insure understandings, no new processes or skills should be presented until a careful check has been made of all the previous learnings basic to its understanding. For example, when a teacher is studying one of her groups and is planning to approach "carrying" the children must be in control of the following skills:

- Ability to read and write numbers to 100
- Ability to add and subtract (with or without his fingers)
- Ability to add and subtract (written) double numbers
- Ability to understand meaning of numbers to 100 as based on 10 and ability to express 96 as 9 tens and 6 ones with understanding
- Ability to add double numbers from right to left

What experiences in daily living are demanding that they know this new technique? For example:

- Are they engaged in making purchases using double numbers which involve "carrying?"
- Are scores being kept which need to be figured more effectively?
- Are the group members being studied beginning to feel themselves ready for new and harder work?
- Is there enough "spare" in ability at the achievement level at which each child is functioning to meet and handle the new idea?

Not until a child is in control of all of the above items and is participating in the experiences suggested should he be included in the group ready to consider "carrying."

SKILL SEQUENCES IN ARITHMETIC

MENTAL AGE 8 TO 9

LEVEL B

Skill Areas | Teacher's Notes

I. Time and Passage of Time

- A. Concept of a.m.--before noon
- B. Concept of p.m.--after noon
- C. Concept of 24 hours in a day
- D. Concepts related to telling time
  1. Clock being composed of sixty minutes
  2. An hour composed of sixty minutes
  3. Thirty minutes composed of a half-hour
  4. Fifteen minutes composed of a quarter-hour
- E. Understanding of the functions of the hands of the clock, long hand and short hand
- F. Understanding of the relationship between number one and five minutes; number two and ten minutes, etc.
- G. Ability to distinguish between to and after as related to the clock face
- H. Ability to read and use schedules for radio and TV programs
- I. Ability to set a watch and alarm clock
- J. Ability to distinguish between the meaning of standard time and daylight saving time.

II. Calendar

- A. Understanding of number of days in a week, the names of the days, and how to spell them
- B. Understanding of the number of months in the year, the names of the months, and how to spell them

Suggested Activities	Resources
The students make a clock with movable hands. The face of the clock is used to learn how to count to 60 by fives. The teacher illustrates the concept of half-hour by use of half-hour television shows and lunch periods, etc. She teaches the concept of quarter-hour by use of class schedules (example: 15 minutes for spelling, etc.). The teacher uses mimeograph or stamped clock face for the students to draw hands to show certain time dictated by the teacher. The teacher uses clock face to show that "1" show five, "2" shows two fives, etc. The teacher establishes a.m. as being before lunch; establishes p.m. as being after lunch.	Other Aids: Classroom clock, individual watches, Judy clocks
A commercial calendar is used (day-to-day calendars). Daily weather reports are made to record daily temperatures. Ordinal number for each month is taught as well as the days in the month. (Example: September is ninth month)	Other Aids: Use daily newspaper, radio, TV, etc.

Mental Age 8 to 9 - Level B

Skill Areas

Teacher's Notes

III. Money

- A. Understanding of money values through one dollar, and the ability to make change to one dollar.
- B. Ability to identify five, ten, and twenty dollar bills
- C. Ability to identify and write money using decimal notation up to $9.99
- D. Concepts for adding, subtracting, multiplying, and dividing money
- E. Ability to compute a daily wage
- F. Ability to compute a weekly wage
- G. Understanding that certain moneys will be deducted from pay--taxes, Social Security, health insurance, union dues, etc.
- H. Ability to use one and two-step money problems
- I. Understanding state sales tax

IV. Number System

- A. Meaning and place value
  1. In two and three place numbers to 100 (review since this has been taught before)
  2. The meaning of zero as a place holder

Suggested Activities

The students keep a work list related to money.

The students learn to spell and recognize the words.

The students and teacher make a chart showing weekly wages for a full-time job.

The teacher and students make a chart showing weekly wages for a part-time job.

1. The same amount of hours each day
2. First week's pay held back

The teacher and students make a chart showing payment of salary.

1. By the hour
2. By the week
3. Every two weeks
4. Twice a month
5. By the amount of work accomplished
6. Piece work

The teacher and students make a chart showing hours worked overtime.

1. Weekday
2. Saturdays
3. Sundays and holidays

The students find out by looking at the employer's time schedule which months a person paid bi-monthly will have two paydays or three paydays.

The students use a toy cash register for making change, etc.

The students make use of imitation money.

Telephone numbers, zip codes, street numbers, license numbers are used by the students.

An abacus is used in counting.

Resources

Books:

The Instructor Handbook Series, E is for Economics, #350, 1964

Paradis, Adrian A., Never Too Young to Earn, New York, David McKay Company, Inc., 1956

Filmstrips:

McGraw-Hill Book Company, Managing Your Money Series (6 frames in set), color
- Earning Your Money
- Paying Your Bills
- Spending Your Money
- Borrowing Money
- Making Money Work For You
- Buying Insurance

Mental Age 8 to 9 - Level B

Skill Areas

Teacher's Notes

3. Zero in numbers
4. The ability to write numbers from dictation

B. Ordinals Through Thirty-First

C. Roman Numerals--I, III, IV, V, and X

D. Measurement
1. Meaning of the yard (yardstick)
2. Meaning of a foot (twelve-inch ruler)
3. Meaning of an inch and half-inch
4. Meaning of liquid measures such as gallon, half-gallon, quart, pint, and half-pint
5. Meaning of dry measure such as pound, half-pound, quarter-pound, ounce, peck, bushel
6. Meaning of ton
7. Ability to read thermometers
8. Ability to read different kinds of scales

E. Fractions
1. Meaning of a whole
2. Meaning of a half
3. Meaning of a quarter, third, fifth, etc.
4. Meaning of 1/2, 1/4, etc., using fraction line

Suggested Activities

The teacher uses a calendar to teach ordinals to students.

The teacher uses class periods in the school day to teach ordinals to students.

The teacher uses the face of the clock to teach students Roman numerals.

The teacher uses the table of contents to teach Roman numerals.

The teacher uses headings in an outline to teach Roman numerals.

The teacher uses numbers of chapters in a book to teach Roman numerals.

The teacher uses liquid containers--gallons, quarts, etc.--for teaching measurements.

The teacher uses yardsticks, footrulers, etc., for teaching measurements.

The teacher uses scales, containers for dry measure--quart, pint, peck, etc. for teaching measurements.

The students learn to read thermometers.

The teacher uses instructor boards and flannel boards for teaching fractions.

The students learn to divide fruit, paper, etc., into equal parts.

Resources

Books:
Follett Publishing Company, The Turner-Livingston Reading Series, Chicago, Illinois

Filmstrips:
Kunz, Inc., 426 North Calvert Street, Baltimore, Maryland
Tachist-o-film kits

Mental Age 8 to 9 - Level B

Skill Areas	Teacher's Notes
F. Problem Solving 1. Ability to do simple oral problems, requiring choice of process 2. Ability to do one-step problems; make ready for two-step problems 3. Ability to draw pictures and diagrams to aid in solution	

Suggested Activities	Resources
The teacher helps students to make up problems to firmly establish the one-step process. The teacher uses the same process for two-step problems.	

RESOURCE MATERIAL FOR
SKILL SEQUENCES IN ARITHMETIC
LEVEL B

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Clark, John, Guiding Arithmetic Learning, New York, World Book Company

Institute of Life Insurance, A Discussion of Family Money and The Family Money Manager, 488 Madison Avenue, New York 22, New York

Kunz, Inc., 426 North Calvert Street, Baltimore, Maryland
The Meaning of Arithmetic Series:
A -56 Little Hand, Big Hand
A -90 Zero the Place Holder
A-123 Introducing Shapes
A-140 Arithmetic Relationships
A-141 Adding and Taking Away
A-142 Using Measures (Home)
A-143 Using Measures (Store)
A-144 Using Measures (Community)

Levett Brothers, Inc., Making Your Food Dollar Count

Marton, Robert, Teaching Children Arithmetic, New York, Silver Burdett Company

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Managing Your Money Series:
Earning Your Money
Paying Your Bills
Borrowing Money
Making Money Work For You
Buying Insurance

National Education Association, Administrative Committee of Consumer Education Study, Consumer Educational Series Unit No. 7, Managing Your Money, Washington, D. C.

National Education Association, Administrative Committee of Consumer Education Study, Consumer Educational Series Unit No. 11, Effective Shopping, Washington, D. C.

Superintendent of Documents, Government Printing Office, Know Your Money, Washington, D.C.

John C. Winston Company, Meaningful, Philadelphia, Pennsylvania

SKILL SEQUENCES IN ARITHMETIC

MENTAL AGE 9 TO 10

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TEACHER'S GUIDE

SKILL SEQUENCES IN ARITHMETIC

Mental Age 9 to 10

Students with a mental age of 9 to 10 years in our Special Classes may be chronologically 14 to 18 +. This student should be handling simpler processes with ease and the important step now is to see that he can apply them and have them ready for use in the practical situation.

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GETTING READY TO USE

"SKILL SEQUENCES IN ARITHMETIC"

A. Grouping for Learning

1. Mental Maturity

At this level, in many cases the records will show a surprisingly wide discrepancy between mental age and body age. Likewise the behavior of the group, its interest in the world of work, and feeling for the rights of the maturing teenager make it still necessary to consult the Mental Age for indications of levels of success to be attained in handling arithmetic.

2. Developmental Level

To insure accuracy in determining the level of the arithmetic skills and concepts attained by this group, it is suggested that the teacher give more than one standarized test in arithmetic and that she study the results along with her own judgment. New tests are needed to help the teacher know what money concepts and skills these students are generally able to handle at different levels and what skills they will need to be in control of in order to live their lives with economic effectiveness.

3. The Student Himself

Within the group, students of 14 to 18+ may be found achieving at the same level with the added fact that the 14 year old is attaining with more ease than the 18 year old. The 18 year old is very close to being expected to support himself, at least in part, and is already living a semi-adult life in his interests and desires. His arithmetic learnings need to involve those actual situations which he meets in life even though the number facts and processes are kept simple.

B. Skill Sequences

Concepts and skills suggested for development in this section deal with the following:

Vocabulary
Number System
Grouping
Fractions
Measurement
Money Concepts
Tables and Graphs
Geometric Forms
Problem Solving

Only "top" students in the Special Classes will attain this level of achievement and the control of arithmetic facts and processes with understanding. However, all will meet the situations suggested and will need to comprehend the meanings involved. For example, instead of advancing skills in multiplication, understanding needs to be built concerning the wise purchasing and spending. The problems of purchasing and spending need to be kept as simple as possible.

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SKILL SEQUENCES IN ARITHMETIC

MENTAL AGE 9 TO 10

LEVEL C

Mental Age 9 to 10 - Level C

Skill Areas

Teacher's Notes

I. Time and Passage of Time

   A. Review meaning of a day

   B. Understanding fractional part of a day

   C. Understanding that each mark on a clock face represents a minute

   D. Understanding the meaning of a second

   E. Understanding that there are 52 weeks in a year

   F. Understanding that there are 365 days in a regular year (leap year 366)

   G. Understanding that some months vary in length (number of days)

   H. Understanding daylight saving time (how it affects them)

II. Beginning Idea of Rate

   A. Concept by the hour, day, week, month, year

   B. Concept by the pound, foot, gallon, pair, dozen

   C. Concept of miles per gallon

   D. Concept of meaning of size

Suggested Activities

The teacher plans a class schedule with the students, noting the time allotment for each period.

The students bring TV Guides and pick out favorite programs, noting the time.

The students use an alarm clock to learn how to set it. (time for gym, lunch, dismissal)

The students keep a record in their notebooks of report card dates, attendance, dates of important occasions, and holidays.

The students may learn verse about the months.

A blackboard calendar showing birthdays, holidays, and other important dates is kept in the classroom.

The students keep a record of the cost of milk, newspaper, TV Guide, etc. for a week, for a month, for a year.

The students keep a record of the cost of their lunches--weekly, monthly, yearly.

The students make lists of products bought by the pound, foot, gallon, pair, dozen.

Resources

Other Aids:

TV Guide

Saturday supplement (yellow sheet) in newspaper

Classroom clock

Alarm clock

Personal watch

Bus and train schedules

Calendar

Newspapers

Catalogs

Mental Age 9 to 10 - Level C

Skill Areas	Teacher's Notes

III. Number System

A. Review Mental Age 8 to 9

B. Ability to read, write, and use telephone numbers

C. Ability to read and interpret bills
  1. Gas
  2. Electricity
  3. Telephone
  4. Insurance premium

D. Recognition of the zero as a number and a place holder

E. Learning to use the Ordinals to count through the thirty-first

F. Learning the Roman Numerals to fifty (L)

IV. Grouping Lessons

A. Review of skills through written and oral practice and in functional problem solving of addition, subtraction, multiplication, and division. Refer to pages 31 to 34 inclusive in "Arithmetic Skills For Living and Learning" Margaret A. Neuber, 1962.

V. Fractions

A. Ability to identify and write the fractions-- 1/2, 1/4, 1/8, and 1/16

B. Ability to identify and write the fractions-- 1/3, 1/6, and 1/12

C. Ability to identify and write the fractions-- 2/3 and 3/4

D. Ability to identify and write the fractions-- 1-1/2, 1-1/3, etc.

Suggested Activities	Resources
The students bring in newspaper ads showing car prices, home prices, etc., and practice reading them. The students write and memorize their own telephone numbers and the numbers of their relatives and friends. The students address envelopes emphasizing the use of the zip code.	Other Aids: Newspapers Magazines C & P telephone kit C & P telephone directory
The students plan a grocery order for if they only can spend $5.00, $10.00, and $20.00. The students bring in many newspaper ads and compare prices.	Other Aids: Newspaper and sales supplements Classroom arithmetic workbooks and texts.
The students mark off and cut out circles, squares into halves, fourths, eighths, etc. The students find recipes that call for the use of these fractions.	Other Aids: Magazines Newspapers Cookbooks

Mental Age 9 to 10 - Level C

Skill Areas

Teacher's Notes

VI. Measurements
  A. Review measurements taught on other mental age level

  B. Understanding an ounce as 1/16th of a pound

  C. Understanding 1 lb., 2 lbs., 5 lbs., 10 lbs., and 15 lbs.

  D. Understanding and reading a tape measure

  E. Becoming acquainted with measuring apparatus such as the thermometer, thermostat, gas and electric meters and speedometer

VII. Money
  A. Understanding the importance of saving a small regular amount
  (Ways of saving)
    1. Bank
    2. Government Bonds
    3. Credit unions

  B. Understanding Buying and Selling
    1. Ways of buying
      a. Concept of C. O. D.
      b. Concept of cash payment
      c. Concept of down payment
      d. Concept of installment
    2. Concept of tax
      a. Sales tax
      b. Income tax
      c. Excise tax
      d. Gasoline tax
      e. Admission tax
      f. Real estate tax
      g. Auto license

Suggested Activities

The students read and use recipes that require an understanding of ounces. (chocolate)

The students make lists of products bought by:

1. Ounce
2. Pound
3. Two pounds
4. Five pounds
5. Ten pounds
6. Fifteen pounds (peck)

Using the scale, the students weigh objects in the classroom.

The students weigh themselves and smaller children for school records.

Using a tape measure, the students measure each other and smaller children for school records.

The students measure off distance for relays, dashes, or playing areas for certain games.

(Combine with suggestions in Status Needs, Number Two, Homemaking and Family Living in the Parental Home)

The students use pictures from catalogs to select and find cost of a school outfit, fishing tackle, bicycle (fully equipped).

The teacher and students find the materials needed and the cost of refinishing a room.

From grocery ads, the students select and find the cost for a weekly grocery food list.

The teacher and students make a list of all taxes they might have to pay in a given length of time.

The students practice writing receipts for materials received from another room, the school office, etc.

Resources

Other Aids:

Magazines

Cook Book

Recipes on commercial packages

Empty commercial packages

Scale (large and small)

Tape measure

School physical education coach

Other Aids:

Catalogs

Hunting and fishing magazines

Magazines

Paint and lumber brochures

Newspaper ads

Old receipts from home

Allegany County Junior High
Industrial Arts Course of Study

Mental Age 9 to 10 – Level C

Skill Areas

Teacher's Notes

3. Concept of bills
    a. Rent or payment on house
    b. Utilities
    c. Insurance
    d. Restaurant checks
        (1) Sales slips
        (2) Grocery bills
4. Concept of receipt
    a. Cancelled checks
    b. Cancelled sales slips
    c. Receipted rent and utility bills

C. Understanding dollars and cents in computation
    1. Mastery in adding United States money in decimal form
    2. Mastery in subtracting United States money in decimal form
    3. Mastery in multiplying United States money in decimal form
    4. Mastery in dividing United States money in decimal form

D. Understanding the concept of earnings
    1. Pay by hour, day, week, every two weeks or monthly
    2. Deductions

VIII. Problem Solving

A. Reviewing one-step problems

B. Developing the ability to understand two-step problems

Suggested Activities	Resources
The students make a file box and bill holder. The teacher encourages the use of the file at home.	
The teacher and students visit the City Hall, Fire Department, Police Station, and the Court House. Emphasis of use of tax money should be made.	
The students bring in sales slips and bills from home and school (where practicable) and make problems from these.	
The students bring in order blanks, mail-order catalogs, and sales pages in newspaper ads. Make out orders and find the cost.	
The students keep a record of the time of leaving and returning from a work experience.	
The students work out problems involved in cooking, sewing, planning, home improvements, and industrial arts.	

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RESOURCE MATERIAL FOR
SKILL SEQUENCES IN ARITHMETIC
LEVEL C

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GAMES

Creative Playthings, Inc., Rubber Fraction Pies, Multi-Counter Frame, Princeton, New Jersey

J. L. Hammett Company, Place Valueboard, Modern Computing Abacus, Union, New Jersey

Iroquois Publishing Company, Graded Difficulty Number Cards, Columbus, Ohio

Judy Toys, Counting Line, Minneapolis, Minnesota

John C. Winston Company, Hundred-Board, The Clock Face, Philadelphia, Pennsylvania

FILMS AND FILMSTRIPS

Allegany County Board of Education
F-443 Cooking: Measuring
F-445 Buying Foods
F-446 Why Budget?

Consumer Education Series:
S-520 How To Buy a Blouse
S-522 Your Retail Store

British Information Services, New York, New York
Story of Money

Kunz, Inc., Baltimore, Maryland
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LANGUAGE Skills

ALLEGANY COUNTY PUBLIC SCHOOLS

A TENTATIVE GUIDE FOR A SPECIAL EDUCATION PROGRAM

JUNIOR HIGH SCHOOL LEVEL

LANGUAGE SKILLS

Prepared Under the Direction

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This guide has been adapted for experimentation. The outline and the following titles: Arithmetic Skills For Living and Learning, Language Skills For Living and Learning, and Social Skills For Living and Learning, were taken from Miss Margaret A. Neuber's A Guide For Teachers of Children With Retarded Mental Development, 1962.

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JUNIOR HIGH WORKSHOP

Chronological Age 13 to 16

Summary - May, 1965

Personal Data, May, 1965				Achievement Scores						Totals
Name	C. A.	I. Q.	M.A.	R.C.	R.V.	A.C.	A.R.	Spg.	Gr. L.	E.A.
Ruth	14	66	9-2	3.9	4.4	3.7	3.0	3.1	3.4	8.8
Katherine	14	55	7-7	2.0	1.6	3.4	2.8	2.1	2.5	7.4
Donald	14	71	9-9	4.8	3.6	3.8	3.5	2.7	3.8	9.1
Sam	14	67	9-3	4.1	4.0	3.6	3.5	2.6	3.6	8.11
Peggy	14	78	10-9	4.6	4.1	4.4	4.2	3.8	4.2	9.6
George	15	72	10-8	4.7	4.3	4.5	4.0	3.5	4.2	9.7
Gertrude	15	73	10-9	5.6	5.8	5.5	6.0	6.4	5.9	11.5
William	14	66	9-2	2.7	3.3	3.5	2.7	2.6	2.9	8.2
Jack	16-0	59	9-4	4.1	3.8	3.4	3.0	3.3	3.5	8.9
Laura	14-0	54	7-5	2.6	2.9	2.5	1.5	2.5	2.4	7.7
Dick	16	72	11-5	5.4	5.1	4.4	4.2	5.4	4.8	10.2
Jim	15	55	8-2	1.8	1.8	2.9	1.8	2.3	2.4	7.6
Roger	14	62	8-6	3.0	3.4	4.2	2.8	3.7	3.1	8.3
Gilbert	15	75	11-2	4.0	3.1	4.4	4.4	3.2	4.0	9.4
Margaret	16	75	12-0	4.3	5.4	4.4	4.2	4.1	4.5	9.11
Sarah	14	70	9-1	3.0	2.4	4.2	2.8	3.7	3.1	8.3
Tony	15	70	10-5	5.4	5.1	4.4	4.2	5.4	4.8	10.2
Robert	15	65	9-7	2.7	3.3	3.5	2.7	2.6	2.9	8.2
Harold	13	65	8-5	1.4	---	3.2	1.9	1.3	1.9	7.0
John P.	13	62	8-0	1.0	---	2.4	1.6	2.0	1.7	7.0

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Legend

Personal Data - May, 1965

C. A. - Chronological Age
I. Q. - Intelligence Quotient (Binet of 1963 to 1965)
M.A. - Mental Age - May, 1965

Achievement Test Data - May, 1965

R.C. - Reading Comprehension
R.V. - Reading Vocabulary
A.C. - Arithmetic Computation
A.R. - Arithmetic Reasoning
Spg. - Spelling

Totals Gr. L. - Grade Level
E. A. - Educational Age

Page 1 - Class Study Chart
Margaret A. Neuber

LANGUAGE ARTS

MENTAL AGE 7 TO 8

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CONSIDERATIONS FOR CURRICULUM IN THE DEVELOPMENT OF LANGUAGE ARTS

The building of curriculum must of necessity be based upon the structure of developmental skills. In this suggested curriculum, we have based our presentation purely on the skill sequence. The individual teacher who uses this Guide is given the job of defining that which the children are capable of performing. She will determine the method of presentation.

A mentally retarded child might be able to think better than he does if he had more words with which to weave his thoughts. Language is an imperative tool for thinking.

What the child talks about will depend upon what he sees, hears, and does. The more words he has at his command, the greater will be his ability to express his feelings, desires, and frustrations.

Having enough language background to understand what is going on about him conversationally is more important than exact grammatical usage. Corrections should be centered on gross errors. We do not wish to disrupt spontaneity of speech.

Humans are born with more possibilities than will ever develop. Which ones will develop and to what extent depends upon environment, both at home and at school. The best talents of a mentally retarded child may lie in his undeveloped inherent possibilities. The curiosity of an average child may lead him into ventures which expose his talents. The mentally retarded child is less intellectually curious, but if the teacher has sufficient enthusiasm and is willing to do a little experimenting with him, talents and interests may be discovered which, if developed, may add greatly to the child's distinctiveness of character. Because he is mentally retarded is no reason for his being molded to fit some typical pattern.

Dr. Harry Overstreet has said, "To mature is to bring one's powers to realization. To waste those powers or to try to force individuals to exhibit powers they do not possess, is to defeat the maturing impulse of life."

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FUNCTIONAL LANGUAGE ARTS SKILLS

Mental Age 7 to 8

Research has revealed information that is pertinent to our work in the language arts area.

- Each student, regardless of mental ability, has to gain skills in this area for language is the basic tool of communication.
- The language arts area includes the reception of ideas through listening and reading, as well as the expression of ideas through speaking and writing.
- Experiences which provide a background for communication must be developed in this area.
- No subject in the curriculum needs more repetition and continuity.
- The rate of academic achievement and the anticipated needs of the slow learner reveal that the basic skills of language arts must be stressed.
- The emphasis must be placed on the functional aspect of the skills rather than technicalities.
- The functional aspect must be developed from the probable needs of the child.

Some needs are basic at all levels of reading. These include:

- Possession of adequate background of experience
- Ability to assume meaningful concepts
- Possession of an adequate oral vocabulary (good pronunciation and enunciation)
- Possession of positive feelings regarding self, others, school
- An adequate attention span
- A strong desire to read
- A strong need for reading

INTRODUCTION TO

LANGUAGE SKILL SEQUENCES

Mental Age 7 to 8

Teacher's Guide

Communication skills for the educable mentally retarded pupil chronologically 9 to 14 will need to be kept simple and functional. Skills dealing with picture communication will need special emphasis in order that his rather limited control of written communication (reading and written English) will be less apparent in his personal-social relationships. It is essential that actual time be allotted in the daily program for developing personal-social skills and that reading time be reduced in order to give time for developing the skills of picture communication. In many instances the pupil will be able to handle his personal-social relationships effectively through the tools of picture communication while, if he depended on the skills of written communication, his responses would be inadequate.

Mental Age 7 to 8

In the mental age group 7 to 8 the teacher of the educable mentally retarded must have children whose chronological ages run from 9 to 14 years. It must be remembered that in one chronological year none of the children will have completed all of the work in this section. Among children who are ready to begin the work some will have completed only one half of the work in one year while others may have finished two-thirds of the work at the end of two years. Therefore, even among those children of a class who seem ready for these skills there will be differences that will have to be taken into consideration in planning experiences. For the pupil of 14, although having the same mental age of 7 to 8 as a pupil chronologically 9, the skills will need to be presented in terms of the early adolescent interests he meets in daily living.

Grouping

Both the intermediate and junior high teachers may have children at the mental age level of 7 to 8, with the chronological ages running from approximately 9 to 14. There may also be the possibility of the 9 year old proceeding more rapidly than the 14 year old and thus completing more of the work in this area during a single school year. The teacher will need to take this into consideration in preparing work for these children. In each case she must begin with those learnings which the child is presently able to handle and introduce the next step in the sequences for which the child is developmentally ready even though attainment might be presently below mental age expectancy.

The teacher must also be careful to provide for developmental experiences in each of the several areas concurrently. Thus she will further some growth in all areas during the entire school year rather than planning to complete all the learnings in each area before proceeding to beginning learnings in the other areas.

SKILL SEQUENCES IN LANGUAGE ARTS

MENTAL AGE 7 TO 8

LEVEL A

Mental Age 7 to 8 - Level A

Skill Areas

Teacher's Notes

I. Skills Necessary for Developing Good Habits of Listening
  A. Purposeful Listening
    1. Recognizing sounds
    2. Distinguishing sounds
    3. Following directions
    4. Getting answers to questions
    5. Following sequence of a story
    6. Answering an argument

  B. Accurate Listening
    1. Repeating orally what is said
    2. Summarizing discussions
    3. Following directions
    4. Taking notes

  C. Critical Listening
    1. Recognizing rational appeal in such propoganda as radio or television commercials
    2. Recognizing emotional appeal in such propoganda as radio or television commercials

  D. Appreciative Listening
    1. Listening to music
    2. Listening to stories

Suggested Activities	Resources
The students repeat the directions necessary for group projects.	
The students listen to a story and summarize the sequence.	
The students play the games, "Gossip" and "Whisper Story."	
The students construct actual situations where they must "listen and do."	
The students practice giving and following actual directions to the different rooms in school.	
The students listen to a story and try to pick out clues for what is going to happen in a story.	
The students listen to the music accompanying a movie or a filmstrip.	
The students listen for the main idea in a radio advertisement.	
The teacher stresses the idea that people must not always believe what they hear.	
The students interpret musical sounds.	
The students listen to and identify rhythm patterns and various musical instruments.	

Mental Age 7 to 8 - Level A

Skill Areas | Teacher's Notes

II. Oral Communication
- A. Discussing information with classmates
- B. Making simple stories
- C. Contributing to group composition
- D. Dramatizing simple stories
- E. Assisting in forming an answer to group problems
- F. Recalling what is heard or read and give back to class
- G. Organizing and presenting a simple report
- H. Knowing when to talk and when to listen
- I. Starting work on proper enunciation, pronunciation, and articulation
- J. Developing Good Speech Habits
  1. Using voice which is audible to all groups in audience
  2. Increasing ability to remember and recall
  3. Reproducing simple rhymes from memory
  4. Speaking in sentences and developing ability to speak with emotion, expression, and rhythm
  5. Participating in choral speaking
- K. Carrying oral messages and announcements
- L. Knowing and using acceptable greetings as well as forms of address
- M. Learning and using new words

III. Writing
- A. Increasing Legibility Through Some Effective Techniques
  (Producing pages of ovals and lines teaches the children to make good ovals and lines, but there is no assurance that these skills will be transferred to the production of legible letters and words.)

Suggested Activities	Resources
The students relate their experiences.	
The students receive a background in the skills of enunciation, pronunciation, voice projection, etc.	
The teacher sets standards of interest when the children are telling stories.	
The students are encouraged to express ideas clearly.	
The students participate in choral speaking.	
The teacher uses dramatization and role playing in many situations.	
The students learn proper telephone manners.	
The teacher encourages the students to learn to take telephone messages correctly.	
The students are encouraged to become proficient in asking questions.	
The teacher encourages the class to participate in planning.	

Mental Age 7 to 8

Skill Areas

Teacher's Notes

B. Developing Adequate Speed

IV. Reading
   A. Mechanical Skills (review as needed)
      1. Developing facility in handling books and a desirable attitude toward them
      2. Looking at page from left to right, top to bottom
      3. Looking at a word, a line, a sentence from left to right
      4. Recognizing the beginning and the end of a sentence
      5. Making return sweeps from end of one line to beginning of next
      6. Allowing verbalization and use of marker until students have progressed beyond the need

   B. Word Recognition--Phonetic analysis
      1. Listening for and identifying common sounds
      2. Listening for rhymes and rhyming sounds
      3. Listening for likenesses and differences in sounds of words
      4. Recognizing and using initial consonant sounds
      5. Recognizing ending consonants
      6. Recognizing consonant blends
      7. Recognizing and using consonants in medial position
      8. Recognizing hard and soft sounds of c and g
      9. Recognizing silent letter in gh, kn, wr, etc.
      10. Recognizing short and long vowels

Suggested Activities	Resources
The students acquire as many mechanical skills as they are able to use.	
The teacher encourages the students to read and interpret a wide variety of materials related to the social skills.	
The students read for specific detail.	
The teacher devises situations in which the students must read directions before proceeding to a desired activity.	
The students read recipes for preparing simple foods and, if possible, the students prepare the food.	
The students prepare and present a program to the class or school as a culmination to a social studies unit.	
The teacher encourages the students the make oral reports on committee projects in social studies or science units.	
The students become familiar with functional words which are needed in daily living.	

Mental Age 7 to 8

Skill Areas	Teacher's Notes

C. Word Recognition--Structural Analysis
  1. Having sight vocabulary
  2. Recognizing endings, s, es, d, ed, ing, er, est, ly
  3. Recognizing plural forms of known nouns
  4. Having proper voice control
  5. Recognizing possessive forms
  6. Begin awareness of syllables

D. Oral Reading
  1. Reading names of self and class members
  2. Reading labels and captions
  3. Reading simple experience charts
  4. Having proper voice control
  5. Having sufficient eye span for good phrasing
  6. Observing punctuation marks
  7. Reading with adequate expression

E. Silent Reading
  1. Moving eyes easily from one line to next
  2. Reading with comprehension (can check comprehension by simple objective test exercises)
  3. Reading simple directions
  4. Reading for general information
  5. Reading simple material for specific information

V. Written Expression and Spelling
  A. Formal Spelling
    1. Teaching spelling of words the child knows by rote
    2. Studying letters in known words in order to identify the sounds of letters
    3. Adding new words at holiday time
    4. Increasing the student's awareness of need for help in spelling words he uses in writing
    5. Giving the student a specific number of new words to learn in a certain period of time. (this depends on the student's ability)
    6. Helping the student to become familiar with words pertaining to other subject areas--add, subtract, map, etc.

Suggested Activities	Resources
The teacher encourages individual reading for pleasure.	
The students read to find answers to questions given orally or written on board.	
The students learn to read and follow directions in workbooks and worksheets.	
The students read directions for playing games.	
The teacher has the students learn the spelling of words as they are needed.	
The teacher helps the students to realize that he can get help when he needs it.	

Mental Age 7 to 8 - Level A

Skill Areas	Teacher's Notes
B. Written Expression 1. Letter writing (invitations, thank-you notes, etc.) 2. Simple story construction 3. Filling out forms (job applications, etc.) 4. Taking notes 5. Keeping diaries and records of class activities 6. Mechanics a. Punctuation b. Capitalization c. Paragraphing d. Sequence of ideas 7. Writing notices to parents 8. Preparing a class or school newspaper	

Suggested Activities	Resources
The students write an invitation to parents for visitation day.	
The students write letters of invitation and thank-you notes to resource people.	
The students write letters requesting materials and information.	
The students prepare a newspaper or a news letter for distribution.	
The students build short stories using new words they have learned.	

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RESOURCE MATERIAL FOR
SKILL SEQUENCES IN LANGUAGE ARTS
LEVEL A

BIBLIOGRAPHY FOR TEACHERS

Greene, Jay E., "A 'Slow English Class' Investigates Community Living," English Journal, 40:339-41, June, 1951

Hartung, Maurice L., "English for the Slow Learner," School Review, 54:198-99, April, 1946

Justa, Sister Mary, "Meeting the Reading Needs of the Slow Learners," Journal of Education, 137:11-15, October, 1954

Lessem, S. W., "Reading for Slow Learners," English Journal, 45:275-77, May, 1956

Lobdell, Lawrence O., "A Classic as Reading Material for Retarded Readers," English Journal, 39:491-96, June, 1950

Rickert, Mary O., "Motivation for Slow Learners," English Journal, 38:43-44, January, 1949

Robinson, Esther A., "Reclaiming the Slow Learning Boys and Girls," English Journal, 32:551-56, December, 1947

"Teaching Slow Learners to Write," National Association Secondary School Principals Bulletin, 39:106-110, September, 1955

Thornley, Wilson R., "Unlocking Resources of Retarded Students," English Journal, 39:302-306, June, 1950

United States Department of Education, Teaching Rapid and Slow Learners in High Schools, Washington, D. C., Department of Health, Education, and Welfare, Bulletin No. 5, 1954, 97 pages

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LANGUAGE ARTS

MENTAL AGE 8 TO 9

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LANGUAGE SKILL SEQUENCES

Mental Age 8 to 9

Teacher's Guide

The teacher must be careful to provide for developmental experiences in each of the several areas concurrently. Thus she will further some growth in all areas during the entire school year rather than planning to complete all the learnings in each area as they follow each other in the guide.

Care must be taken to provide balance among the various areas. The teacher must see the interrelation and the interdependence between the areas in order that undue emphasis will not be given and a forced mastery of the use of the written symbols result.

Mental Age 8 to 9

At the mental age level 8 to 9, the teacher will have students whose chronological ages are approximately 11 to 16; and here again, the chronological age may make a difference in the emphasis the teacher places on the various sequences. One must remember that the 16 year old has less time before it will be necessary for him to be economically independent; and therefore, he may need more emphasis on such things as filling out forms, etc. For this reason, this type of work is included at this mental age level.

Grouping

As with the earlier mental ages, the developmental level at which the child had arrived took precedence over the sequences suggested so, too, it must be given priority on this mental age level of 8 to 9. The teacher must begin with those learnings which the student is presently able to handle and must introduce the next steps in the sequences for which he is developmentally ready regardless of mental age expectancies.

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SKILL SEQUENCES IN LANGUAGE ARTS

MENTAL AGE 8 TO 9

LEVEL B

Mental Age 8 to 9 - Level B

Skill Areas

Teacher's Notes

I. Personal-Social Development

Students of the chronological ages 11 to 16 who may have a mental age of 8 to 9 may be found in the intermediate, junior, or senior high group. The 11 year old with a mental age of 8 in the intermediate group is reaching out toward the goal on junior high school. The 16 year old with a mental age of 8 in the senior high school is a young adult reaching out toward the world of work. However, both are ready for the personal-social skills presented in this section. Neither has these under control. This will take very understanding planning on the part of the teacher so that the 16 year old who still does not go on an errand with ease will learn this in situations which have meaning and status for him.

A. Work-Play Activities and Skills
  1. General
    a. Enjoying working and playing
      (1) Cooperating in groups without adult guidance
      (2) Role playing in preparation for job-training activities for older students
      (3) Developing concept of good sportsmanship and fair play
    b. Using a variety of materials, tools, and equipment
      (1) Developing increased skill
      (2) Developing more emphasis on correct techniques
      (3) Providing constant emphasis on safety
  2. Dramatic
    a. Role playing as employee and employer job interviewing, etc., for older students
    b. Introducing items as reading materials in play activities
  3. Requiring muscular coordination
    a. Using fine muscles in work and play activities
    b. Using big muscles in work and play activities
    c. Using a ball in competitive play

Suggested Activities	Resources
	Books: Lyons and Carnahan, Educational Publishers, Phonics We Use, B, C, D, E, Chicago, Illinois (Price: 52 cents each) Lyons and Carnahan, Educational Publishers, A Story About Me, Chicago, Illinois (Price: 20 cents each)
The teacher stresses the use of correct language, even during the excitement of games.	
The students use good manners at all times so that the manners become a part of the individual.	
The teacher illustrates ways that losing one's temper often leads to trouble, both inside and outside the school.	
The teacher shows importance of being able to read and to understand safety signs such as danger, keep out, do not cross, etc.	
The students dramatize acceptable speech and manner in applying for a job through personal interview. The teacher and the students play the roles of employer and employee. Following this, group participating and evaluation should take place.	Various city government officials and department heads are invited to visit the class to explain the duties of each department and to explain how the city and county governments function.
The students write and think of ideas for new games.	

Skill Areas | Teacher's Notes

B. Social Activities and Skills
  1. Gaining approval of peers as well as adults
  2. Observing and practicing more formal social procedures in group relationships--chairman, committee member, etc.

C. Personal Awareness and Skills
  1. Assuming responsibility in family and classroom living
  2. Understanding family relationships
  3. Realizing and using to good advantage one's own points
  4. Realizing good points of others
  5. Realizing the need for self-improvement

II. Communication Activities and Skills
  A. Oral Communication
    1. Speaking
      a. Supplying information
        (1) Year of birth
        (2) Telephone number
      b. Telephoning and responding courteously to requests
      c. Developing vocabulary and usage
        (1) Participating in discussions
        (2) Reporting on work to be done
        (3) Reporting on observed activity
        (4) Discussing visual aids
      d. Developing good speech habits
        (1) Using sentence structure that roughly approximates that of adults
        (2) Reproducing short poems from memory
    2. Listening
      a. Following directions and remembering at least one oral direction
      b. Participating in answering in group situations
      c. Bringing facts together in some general form of sequence
      d. Being able to classify objects, facts, etc.

Suggested Activities	Resources
The teacher emphasizes the showing and following of rules for electing representatives and class officers.	A "follow up" outline is made on the blackboard with drawings and diagrams, then is transferred to a bulletin board, and finally to a notebook.
The teacher emphasizes cooperating with the group; students should make suggestions rather than demand; using "we" instead of "I."	
The teacher assigns classroom responsibilities and shows how satisfaction is gained when these are done well.	
The teacher helps the students to realize the importance of memorizing and remembering birth date, telephone number, and address.	Use class notebook, school schedule, and school materials
The students practice ways of correctly answering the telephone and writing messages to parents, if necessary.	Have dictionaries available at all times and make use of every opportunity to encourage students to use them.
The teacher stresses looking up words in the dictionary when not understood.	
The students make daily reports on weather, TV, radio, science, etc., as an activity to stress correct speech.	
The students report on stories read by the teacher to the students.	

Mental Age 8 to 9 - Level B

Skill Areas	Teacher's Notes

B. Communication Through Pictures
  1. Reading pictures--getting ideas
     a. Identifying and showing relationships between parts of a picture with a more detailed background
     b. Beginning to explain what is happening in a picture
     c. Beginning to predict what might happen next
     d. Beginning to consider what could have happened before what is shown in the picture
  2. Reading story strips--getting ideas
     a. Ready reading showing understanding of connected relationships between 3 to 4 picture sequences
     b. Assembling 3 to 4 pictures in sequence
  3. Reading short filmstrips of familiar stories
     a. Reviewing single incidents of story
     b. Beginning to consider arrangement of story in sequence
  4. Reading short movies--getting ideas
     a. Stories already known
     b. Movie used to give information on a project being studied
     c. Movie observed to answer questions:
        "What is new in this movie?"
        "What did I see that I never saw before?"
        "What did it tell me?"
        "What do I wish it had told me?"
  5. Using pictures--arranging and organizing ideas
     a. Collecting and arranging pictures around a theme. For example: fun, work, cooking
     b. Sorting and classifying pictures in sequence according to a theme. For Example: "Good Health"
     c. Arranging pictures in action sequence For example: Showing daily activities from rising to retiring
     d. Making notes on information given by filmstrip or movie in connection with a social living project. For example: Making notes--just a word or phrase to help in recall

Suggested Activities	Resources
The students use pictures to attempt to predict what the story is going to be about.	Have appropriate pictures ready to show
The teacher stops the story in the middle to see if the students can predict what the conclusion will be.	Bring daily newspapers from home
The students look through newspapers and magazines to find additional information and pictures dealing with articles in the Weekly Reader.	
The teacher shows different reasons for reading such as for pleasure, to remember, to memorize, etc.	
On this phase of reading, the students should have an opportunity to read orally as much as possible. The teacher lets the class decide whether or not the notation on the filmstrip explains the picture clearly. The students add any information they may think pertinent to the pictures.	Using filmstrip machine, select interesting, easy, reading materials
After finishing the filmstrip story, the students attempt to decide ways in which the story could have ended. They also discuss whether or not the story could be a true-life adventure. Did the characters remind the class of actual people whom they know?	

Mental Age 8 to 9 - Level B

Skill Areas | Teacher's Notes

6. Making pictures--expressing ideas
    a. Making individual pictures for group sequences
    b. Making individual pictures for a book to tell

C. Written Communication
1. Reading
    a. Developing interest in
        (1) Imaginative stories
        (2) Reading to answer specific questions
        (3) Reading part of a story to prove or disprove a point
        (4) Reading to get factual information
    b. Auditory discrimination
        (1) Recognizing the sound and form of word variance with adding "s," "ed," or "ing" to sight words
        (2) Recognizing sound and form of "d," "l," "m," "s," and "t" when in final position
        (3) Clearly recognizing thought units in oral reading
    c. Visual Discrimination
        (1) Recognizing by sight second grade words with comprehension
        (2) Noticing slight as well as marked differences in word forms
        (3) Associating two words that have the same meaning (this needs much practice)
        (4) Matching words that have opposite meaning from a given list
    d. Mechanics
        (1) Finding known words in unknown words
        (2) Recognizing words rapidly in thought units
        (3) Matching words and sentences
        (4) Showing independence in attacking new words
        (5) Increasing silent reading ability
        (6) Making use of periods, quotation marks, and question marks as aids to good oral interpretation

Suggested Activities	Resources
The teacher must be sure that film or filmstrip lessons are divided into four parts: the preparation by the teacher, the preparation by the children, the presentation to the class, and the follow-up.	
Drawings are used to construct a bulletin board which illustrates the current unit.	
The students exhibit examples of their handwriting and sentence structure on a section of the tagboard.	A handwriting chart on the wall, so the student can grade his own paper.
The students write their own experiences in short stories or paragraphs and read them orally to the class. Word games are used to construct various word meanings by adding endings to root words. This is important to both auditory and visual discrimination.	Show pictures of high interest areas. Students choose their own area when reporting on a field trip, sports events, etc. Filmstrips: Kunz, Inc.,426 North Calvert Street, Baltimore, Maryland Fun With New Words The Right Word in the Right Place

Mental Age 8 to 9 - Level B

Skill Areas

Teacher's Notes

            (7) Finding as many words as possible from three, four, or five syllable words
            (8) Alphabetizing words in lists
            (9) Breaking up words into syllables
        e. Actual reading of
            (1) Newspaper for want ads and advertisements
            (2) Menus and shopping lists
            (3) Important items on admission tickets (date, price, time)
            (4) Simple printed directions with understanding
            (5) A variety of materials related to social skill areas
            (6) Short stories and oral reports

2. Handwriting--Cursive
    a. Introduction of cursive writing, e.g.
        (1) The alphabet
        (2) Name and address
        (3) Days of the week, etc.
    b. Comparison of quality with previous specimen of own work to show improvement
3. Written English
    a. Composing short social notes
    b. Addressing envelopes
    c. Writing post cards
    d. Writing simple passages, cooperatively developed
    e. Filling out forms
    f. Using a ball-point pen
    g. Capitalizing
        (1) Necessary words in own address
        (2) Teacher's name--reference, names, etc.
        (3) Days of the week
        (4) Months of the year
        (5) Holidays
    h. Using periods in the abbreviations Mr. and Mrs.

Suggested Activities	Resources
The blackboard is used extensively in this particular section. The students should be given much practice in working with words and sentences with an opportunity to develop their own ideas through sentences. The teacher impresses upon the students the importance of being able to read and understand certain basic items. Illustrate through stories or skits the embarrassment or trouble that can result by the inability. The teaching of the differences between cursive and manuscript writing and when to use each. The students identify the letters from the alphabet chart or cards.	Wall charts or wall strips are placed within easy vision. Note that on certain forms the directions may read "Please Print" or "Please Write."

Mental Age 8 to 9 - Level B

Skill Areas | Teacher's Notes

4. Spelling
   a. Spelling words selected from
      (1) Suggested list at each level
      (2) Holiday observances
      (3) Local customs
      (4) Daily living needs
      (5) Interests
   b. Learning each word separately before new word is introduced
      (1) Discussing word makeup, meaning
      (2) Writing and studying orally
      (3) Writing dictated phrases using old and new words
      (4) Composing oral phrases using spelling words
   c. Careful reviewing of
      (1) Words learned in previous week
      (2) Words learned in previous month
   d. Taking weekly tests which include
      (1) Word list
      (2) Dictated phrases

III. Experiences and Activities to Develop the Concept of and Skills for Getting and Expressing Ideas
   A. With Objects
      1. Classifying objects for a concrete purpose
      2. Making use of available resources with adult guidance
      3. Knowing letters of the alphabet in order

   B. With Adults, Radio, Television, Record Player and Filmstrips
      1. Enjoying longer stories and musical programs interestingly presented
      2. Enjoying records and filmstrips related to areas of the curriculum

   C. With Newspapers and Magazines
      1. Using newspapers and magazines to find which radio programs are available and which amusements are available
      2. Using TV Guide to find which television programs are available

Suggested Activities	Resources
The teacher stresses the importance of addressing letters and post cards so they will be legible as well as the filling out of forms correctly, following directions. Exercises which stress reading directions before writing are assigned.	Examples of properly addressed letters and cards, copies of the same improperly addressed and illegibly written are displayed. Note here the function of the "dead letter office." This also applies to packages.
The teacher begins with everyday words, then advances at the student's rate into words they will need to know in life situations. The students should not be confused with long spelling lists or words with which they are unfamiliar. Much motivation and review will be necessary for progress in this phase.	Life situations should include a list of survival words.
The teacher writes lists of various objects in the room, outside, or at home on the board and has the students arrange them in alphabetical order.	Use actual objects in the room
The teacher encourages the students to listen to programs which relate to a unit or which give special information; such as, the news, weather, or sports. The class discusses good and poor points of various sources of information.	Bring in newspaper clippings of special news, local, or school sports, weather reports, reading and discussing the reports

Mental Age 8 to 9 - Level B

Skill Areas | Teacher's Notes

D. With Books
  1. Finding author of book
  2. Finding familiar books in class library to read and enjoy
  3. Using table of contents, unit, and chapter titles

E. With Pictures
  1. Associating pictures with a theme
     Example: opening of school, seasons, holidays, cafeteria
  2. Discussing details in a picture
  3. Finding pictures to illustrate a theme
     (Make up stories for any or all of the above)

F. Within the Classroom Set-Up (Probably Junior High School)
  1. Various types of classes
     Example: academic, homemaking, shop, communicating with various types of teachers using various techniques and materials
  2. School-job-training program--taking directions as an employee, asking questions to carry out an actual assignment

G. Within the School Set-Up
  1. Going through building and at regular periods for class changing
  2. Using class schedule and school rule manual
  3. Having membership as class
     Example: class of 1965
  4. Attending assembly in large auditorium
  5. Using cafeteria services
  6. Registering each term
  7. Joining school parties at election of officers
  8. Joining in school projects

Suggested Activities	Resources
The students make and keep charts containing the names of stories and the names of authors especially enjoyed by the class. The students discuss reasons why various stories were particularly interesting. The students look at pictures and then write lists of objects which can be recalled from memory. The students bring in pictures for a bulletin based on a certain theme.	Reporting on library books (Each student gives name and author of his book plus a short report. The name of the book and author will then be listed on the chart.
The teacher uses workbook assignments as practice in following directions. She stresses the importance of asking questions if something is not understood. Teacher-student planning for what they plan to accomplish the next day. The teacher stresses the importance of being an active student in school projects	A class period for teacher-student checking is provided.

RESOURCE MATERIAL FOR

SKILL SEQUENCES IN LANGUAGE ARTS

LEVEL B

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BOOKS

Lyons & Carnahan, Educational Publishers, Phonics We Use, B, C, D, E, Chicago, Illinois
(Price: 52 cents)

Lyons & Carnahan, Educational Publishers, A Story About Me, Chicago, Illinois
(Price: 20 cents each)

FILMSTRIPS

Kunz, Inc., 426 North Calvert Street, Baltimore, Maryland

1. Fun With New Words
2. The Right Word in the Right Place

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LANGUAGE ARTS

MENTAL AGE 9 TO 10

LANGUAGE ARTS--SKILL SEQUENCES

Explanation*

The criteria for growth levels is intended to assist in estimating each child's general level of maturity and planning the next steps in teaching on the basis of each child's characteristics and behavior. It does not provide standards to be reached by all children in a class at a given time.

This test is set up in such a way that the child develops in six phases of the program simultaneously.

1. Personal-Social Development

Participation in activities involving communication: readiness and desire to improve tools of expressing, adjustment in learning situations, physical status for learning, insight into one's own life and into social living

2. Oral Communication

The two-way reciprocal process--speaking and listening: conversing, telephoning, discussing, planning, evaluating, enjoying and creating together, conducting and participating in a meeting, introducing and being introduced, dramatic play

Speaking

Telling stories, dramatizing, talking to a group, delivering messages, reading to others, broadcasting, choral speaking, learning how to improve speaking techniques

3. Oral Communication

Listening, observing, and thinking: Listening to an observing person, motion pictures, television; listening to radio and phonograph; observing and understanding life situations, pictures, objects, models; following directions; improving techniques in listening, observing, and thinking critically

4. Written Communication

The two-way reciprocal process--reading and writing; corresponding through letters, notes, invitations, announcements, telegrams, cables, and mail orders

Reading

Mastering mechanics and techniques; acquiring information, background, and insight; following directions; enjoying and appreciating language arts

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* The general format is taken from "Growth in Language Arts," Board of Education, New York

5. Written Communication

Writing

Keeping records; making captions and charts; filling in forms; writing notes and summaries; taking tests; learning how to improve the mechanics of written expression, including usage

6. Selection and Use of Resources for Communication (Including research, study, and library practices)

Locating and using materials of instruction: human resources; centers of interest; printed materials as books, textbooks, pamphlets, magazines; visual aids as flat pictures, charts, maps, globes, blackboards, bulletin boards, filmstrips, motion pictures and slides, television; auditory aids as radio, transcriptions, and recordings; exhibit type materials as collections, models, dioramas; manipulative material as educational toys and games

Interpreting, appreciating, and organizing what is seen, read, and heard

SKILL SEQUENCES IN LANGUAGE ARTS

MENTAL AGE 9 TO 10

LEVEL C

Mental Age 9 to 10 - Level C

Skill Areas | Teacher's Notes

I. Communication Activities and Skills
  A. Oral Communication
    1. Speaking
      a. Developing vocal and usage
      b. Developing good speech habits
    2. Listening
      a. Following directions
      b. Participating in oral reading situations as listener

  B. Communication Through Pictures
    1. Getting ideas from pictures
    2. Getting ideas from television
    3. Using pictures
    4. Making pictures

  C. Written Communication
    1. Reading (See Language Skills for Living and Learning, page 32)
    2. Cursive handwriting
    3. Written English
    4. Spelling

II. Skills for Getting and Expressing Ideas
  A. With Objects and Facts
    1. Learning to classify objects as well as facts
    2. Practicing using available resources such as dictionary, etc.

  B. With Adults, Radio, Television, Filmstrips
    1. Developing ability to obtain information from the above sources
    2. Learning to take very simple notes

  C. With Newspapers and Magazines
    1. Using newspapers
      a. To locate weather reports
      b. To locate special features
      c. To discover job possibilities
      d. To read adult special events
      e. For enjoyment

Suggested Activities	Resources
The students have discussions on experiences within the group. The students give news and weather reports. The students practice speaking in a pleasant voice. The students use the tape recorder and evaluate own speaking voice. The students bring in and study pictures advertisements and use them for class discussions. The students have discussions on television commercials. The students make advertisements (for something they want very much) to show to parents. The students write short business letters. The students make dictionaries using words needed in daily living.	Other Aids: Tape recorder Newspapers Magazines Catalogs Books: See Allegany County Tentative Special Education Social Skills Curriculum Guide
The students keep individual reading records The students make posters for school projects The students make posters showing school rules to be used in helping lower grade children understand.	Other Aids: Newspapers Magazines Radio Television

Mental Age 9 to 10 - Level C

Skill Areas

Teacher's Notes

2. Using magazines
    a. To locate weather reports
    b. To locate special features
    c. To discover job possibilities
    d. To read adult special events
    e. For enjoyment

D. With Books
    1. Borrowing books from school library
    2. Visiting the public library
    3. Using the mobile unit

E. With Pictures
    1. Relating pictures to social skills areas
    2. Discussing differences through use of pictures (neatness versus carelessness)

Suggested Activities	Resources

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RESOURCE MATERIAL FOR

SKILL SEQUENCES IN LANGUAGE ARTS

LEVEL C

BOOKS

Freeman, Guiding Growth in Handwriting Series, Columbus, Ohio, Zaner-Bloser Company

Laidlaw Brothers, Easy Steps to Good English, River Forest, Illinois

Monroe, Nichols, et al, Learn to Listen, Speak, and Write Series, Chicago, Illinois, Scott, Foresman and Company

Row, Peterson and Company, Trippingly on the Tongue, Evanston, Illinois

Shane, York, et al, Using Good English Series, River Forest, Illinois, Laidlaw Brothers

DICTIONARIES

Holt, Rinehart and Winston, The Pixie Dictionary, New York, New York

Thorndike, Barnhart, Beginning Dictionary, Chicago, Illinois, Scott, Foresman and Company

PAMPHLETS

F. A. Owen Publishing Company, Dansville, New York
#323 Together We Speak
#325 Mending the Child's Speech
#329 Fun with Language Arts
#341 Skill Games to Teach Reading
#349 Expanding Spelling Skills

FILMS AND FILMSTRIPS

Allegany County Board of Education
Spelling is Easy (Film)

S 130 Spelling I--Some Problems
S 131 Spelling II--Seeing, Hearing
S 132 Spelling III--Memory Aids
S 133 Spelling IV--Use of the Dictionary

English Series:
S 270 Grammar I--Subject and Predicate
S 271 Grammar II--Modifiers
S 272 Grammar III--Nouns
S 273 Vocabulary--Communication
S 274 Vocabulary--Word Backgrounds
S 275 Vocabulary--Development